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BULLETIN

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# Guilford College

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1975-1976 Guilford College Catalog · Greensboro, North Carolina

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## **GUILFORD COLLEGE BULLETIN**

**June, 1975**

The Guilford College Bulletin, of which this publication is Volume LXVIII, No. 1, is published monthly except in January, March, July, and December by Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410. Second class postage paid at Greensboro, North Carolina 27420.



The **Guilford College Bulletin/Catalog** contains information about the educational climate, the academic program, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff.

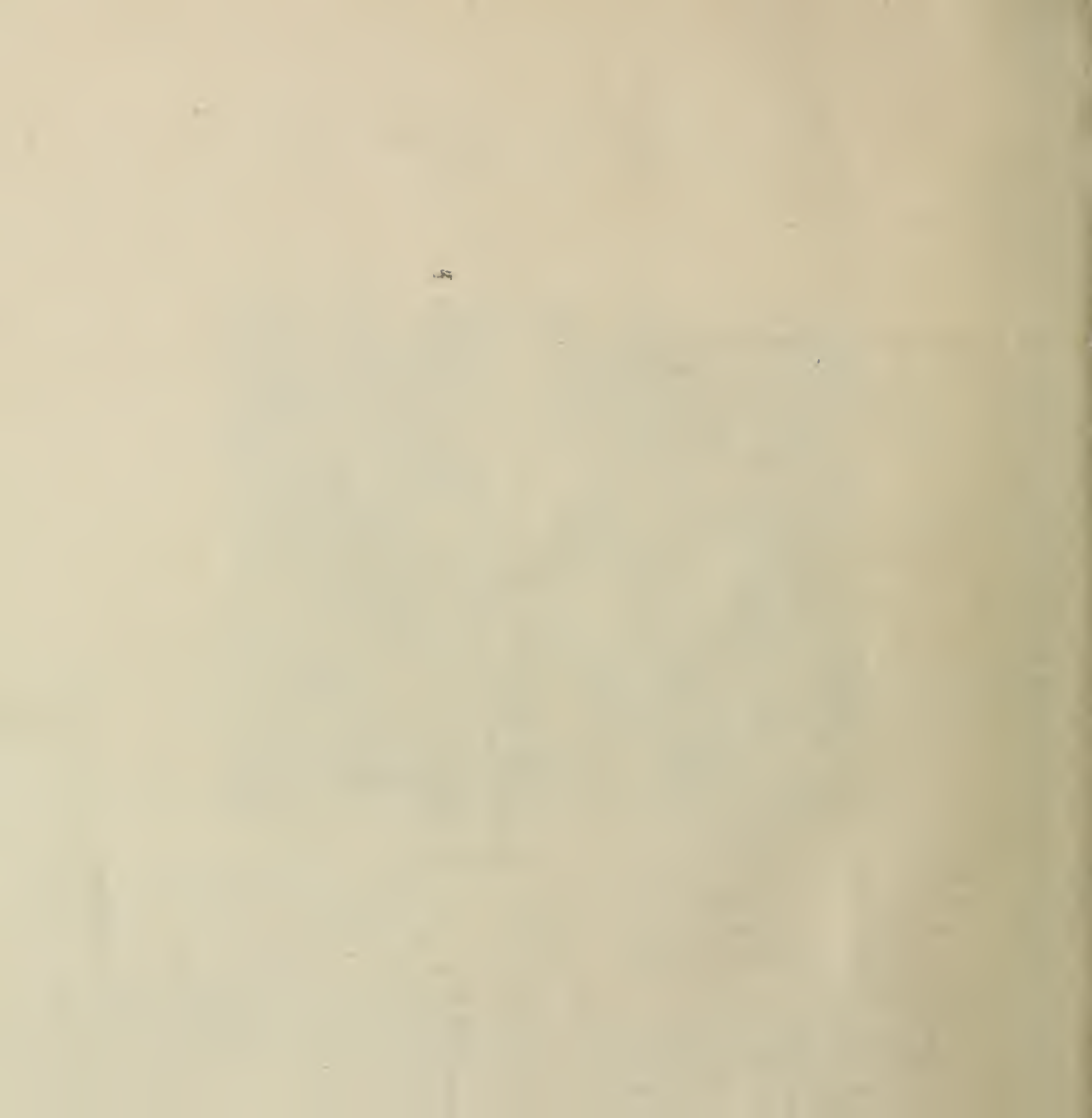
Prospective students are asked to read this catalog carefully before applying for admission to Guilford College. Information about admissions standards and procedures, tuition and fees, scholarships, grants-in-aid, and work opportunities is included in this catalog.

Students who enroll at Guilford College should retain a copy of this catalog and use it as a guide for registration and planning their degree programs. Academic regulations and degree requirements as stated in this issue remain in effect until superseded by a new edition.

An explanation of student government and regulations concerning student life is found in the student handbook, the **Pathfinder**.

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# Guilford College

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## PROLOG

A college is an act of faith in the human being, the corporate expression of a conviction that men can, by taking thought, add to their moral and intellectual stature. This faith and this conviction have been the integrating force in the evolution of Guilford College and the Guilford community.

The college began as New Garden Boarding School, founded in 1837 by the Religious Society of Friends, known as Quakers. Its purpose from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue.

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. It has also been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up about one-tenth of Guilford's student body, but the Friends' tradition continues to enrich the college's atmosphere of free inquiry.

Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It requires equally an atmosphere of academic and personal concern, a commitment to human values and to human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

## DIALOG

This dialog, a conversation among students, faculty members, and administrative officers, is characteristic of what Guilford people say to each other when they talk about the college. It embodies a thinking together about what is important at Guilford and how the fundamental objectives of the institution can best be achieved. It also embodies a recognition that we have not fully achieved those goals prescribed for the college in 1848; progress toward these goals requires continuous interpretation and thought. Above all, this dialog and others that occur on campus represent the thinking of a concerned and caring community. A concerned and caring academic community is perhaps the most accurate description of what Guilford College is today.

Is it more difficult to establish criteria for a good Quaker college than for a good liberal arts college?

I think Guilford's qualities are best measured by its qualities as a liberal arts college. I don't think a good Quaker college is one that sets

about to indoctrinate people in the ideas of Quakerism.

But I feel strongly that Guilford should be concerned with personal integrity and moral values, and with raising questions about what is virtue, what is morality.

Continuously, right. But not necessarily formally all the time. I believe the most important questions are raised in the quality of the lives of the people here.

I believe Guilford makes its largest impact in the quality of lives of the faculty who exhibit a Quaker approach to problems, to students, to the college. But do we in fact have a core, a coherence in the college faculty that exhibits this? I think this is one of the things we're struggling to achieve in the faculty meetings, for instance.

I think there is a distinguishable style or approach at Guilford that's hard to put into words, and yet when you're living with people who manifest it, you know that it's different.

I think it has to do with a consistent kindness in conflict situations. It has to do with a total commitment to peace and nonviolence in all change. It has to do with an acceptance of differences. I shouldn't pontificate about the Quaker faith, because I'm not one, but I think it is a mature faith—I think you have to grow into it.

There's another important factor in education at Guilford that has to do with working with consensus. There is the underlying

belief that no one has the whole truth and that everybody might have part of the truth, but in any case all of us together can come up with something that's better than what any individual or small group can—which involves meeting each person with a kind of personal respect.

I think Guilford does fine in all these areas, being open and accepting and concerned. But where does the idea of excellence fit into all this? I came up in a very competitive atmosphere, where it rejoiced my soul to be on top, to know more than anybody else, including my teachers if possible. This strikes me as quite contrary to the Quaker atmosphere, yet at the same time almost necessary for the pursuit of excellence.

I don't think it's necessarily contrary. To have a community where people are interested in talking to each other while they pursue their own areas of learning can be a way to maximize excellence, to enhance excellence.

I would say that the difference between a Quaker community or a Quaker meeting and a Quaker college lies right here: that a college should have these qualities that we value in the meeting or the community, but in addition it's a place where the life of the mind is central. The two have to live in a kind of tension. This is why I think the objectives of the college are dual: character development and scholarship.

I really don't agree with this kind of dichotomy. This is the beauty of the 1848 trustees'



statement. Genuine learning involves a change in one's own personality—that to really understand what's happening in history or religion, or whatever, involves a kind of personal transformation. To put it another way, one of the basic things education is after is to teach people how to assimilate new experiences, new ideas—which involves a modification of one's whole self. Once you've learned how to work a mathematical problem, you're never quite the same again. And that's a smaller change than when you understand what was going on in the American Revolution, or perhaps some aspect of the problem of human freedom. There are different degrees in which the self is changed, but it seems to me all knowing involves a fundamental change.

That brings us right back to the quotation in the catalog: "to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue." Are we really setting out to mold their characters?

Sounds manipulative, doesn't it? But I don't think you can invigorate the intellect without molding the affections, or the other way around. I believe what we need to say is that education is fundamentally moral—not in the sense of learning and abiding by specific principles, but in this kind of transformation of the self, by cracking open one's universe, expanding one's vision, both of contemporary problems and of our cultural heritage.

And of one's own role in this whole thing.

Yes. It seems to me that that's precisely where we need to be engaging students and engaging ourselves and our colleagues in the pursuit of truth. Because where it really is grabbing you is where you need to learn, where you're really going to be opened up, where you learn how to work with genuine problems.

Getting down to genuine problems, while we're trying responsibly to keep all this in mind, there's a real split between the day-to-day existence of the college and that ideal. Sometimes it's frustrating, but it's also very exciting, in that there are things going on that you are able to involve yourself in because things aren't right; we're not fully up to that standard.

I feel that way too. When I was deciding where to go to school I read this quote in the catalog, knowing in my own mind that there might be a difference between what's going on here now and what was going on in 1848. And after going here for a year I've had this confirmed, that there are differences. But what we're doing now in a round-about way is very like the objectives of what this traditional Quaker liberal arts college is all about.

These traditions indicate a general direction you can go. The direction itself is heading off north, but there are also things going up and down. At the same time that tradition is pulling us back into other people's lives

and sometimes their mistakes. I think the college is in the process right now of trying to figure out what sort of place it wants to be and what these words do mean.

That's what I see as the difference between an old conservative school and the progressiveness and vitality that really make it worth going here, that make it an alive sort of place, a place that doesn't just establish great computer banks for information storage, and beautiful buildings—everything functional—and then just drives you mad.

Well, I think that any institution that is satisfied with itself, absolutely sure everything it's doing is correct, doesn't have any ferment in it, is a dead kind of place. And I would say Guilford is just the opposite of this.

Throw in an extra point for anybody that might ever be listening to this tape in the future: that quality of internal conflict, movement, flux, everything going on—is healthy!

But there is still a lot of difference between what we'd like to have and what is, and for some the idealistic glow may get rubbed off.

There isn't a human institution of any kind in which this is not the case. The catalog statement, I think, ought to be a frank statement both about what the college is and what it is striving to do, because you cannot truthfully define it otherwise.

It's a vision, not just a definition.

## **EPILOG: A Statement by President Grimsley T. Hobbs**

A written statement only dimly reveals the real character of a college. An educational institution cannot simply be described in terms of an academic program with assorted policies and procedures. To know a college fully, one must personally experience the interaction of students and teachers in and outside of the classroom, the exchange of ideas and friendships, and the sharpening of minds and issues which take place in those colleges where something truly significant is happening. Vital colleges are consciously human communities of learning in which personal as well as intellectual growth takes place, among both students and faculty members. They are genuine fellowships of learning. This is the element at Guilford College which is difficult to convey in words, but which is nevertheless the most characteristic mark of the college.

Such a mode of education places great demands upon students and faculty members alike. If we are concerned to educate the whole person, we must involve ourselves wholly in the process. If we are to confront the student with the realities of today's world, we must ourselves openly face those realities. And if we seek to engage students in the eternal questions of mankind, we must continually examine our own basic commitments.

To profit from this approach to education,

a student must have not only intellectual ability and a desire to learn, but also a willingness to risk involvement in ideas and activities that matter. At its best, education is a creative encounter in which persons with differing backgrounds and points of view come together to share and enlarge each other's vision. To be effective, each must give substantially of himself while at the same time maintaining a respect for the opinions and the person of others, even though they may differ with him. Where this encounter is honest and open, each person draws strength and maturity.

Guilford strives to maintain this creative and open atmosphere as a matter of principle, feeling that only in this way can we remain true to the basic convictions about education and the desired quality of human relations laid down at the college's early beginnings. We desire to meet the student where he is, to catch his interest and involvement in significant issues, and thus to play a vital role in the enlargement of his powers. In the process Guilford will itself become more vital and receive from students in proportion to what it gives. To this end we at Guilford welcome each new academic generation in the ongoing process of regeneration and renewal.

## **LEARNING RESOURCES**

Guilford students are encouraged to work on their own, both within the structure of courses and in independent study projects.

The full resources of the college are open to all students, and students are involved in the operation of libraries, laboratories, and other learning facilities.

### **The Library**

The Guilford College Library boasts one of the largest collections of any private liberal arts, four-year institution in the state. Its collections are balanced to support all areas of the curriculum, and they contain approximately 146,000 books, periodicals, and other forms of media. The library subscribes to 1,040 periodicals and 18 newspapers.

The library offers three main study areas: the main reading room, the reserve reading room, and the reference room. Seminar and typing rooms, small study rooms, individual study carrels in the stack area, and a student lounge are also available. A fine arts room, designed for the use of committees, discussion groups, and seminars, is also available and is equipped for audio-visual presentations.

Because of its historical, genealogical, and institutional significance, the Quaker Collection at Guilford holds a unique place in libraries of the Southeast. This collection is housed in special quarters consisting of a display room, a research room, an enclosed stack area, and a fireproof vault in which the North Carolina Yearly Meeting of Friends has deposited 400 manuscript books containing North Carolina records of the









Society of Friends dating from 1680 to the present. The Quaker Collection also contains materials bearing on the history of Guilford College and of North Carolina, seventeenth- and eighteenth-century volumes of Quaker history and biography, manuscript journals, pamphlets, pictures, microfilm, and Quaker costumes.

### **The Laboratories**

Guilford's laboratories provide space and equipment for a wide range of experimental activities in the science program.

The biology department has six well-equipped laboratories and an animal and culture room. The new Edgar V. Benbow microbiology laboratory is completely furnished with a modern line of microbiology equipment, including Warburg respiratory equipment and a refrigerated ultracentrifuge for cellular metabolism studies. The physiology laboratory is exceptionally well supplied with tools for the study of animal and human functions. The department provides individual microscopes for each student, research microscopes for student use, and photographic equipment for recording any type of experimental study. Field equipment for ecology and marine biology courses is also available.

The five laboratories of the chemistry department are well equipped for experimental work at all levels. An instrumentation laboratory is available and is used by all courses. Through a grant from the Atomic Energy Commission, a radioisotope laboratory has

been furnished with scalars, scintillation counters and isotope chemistry equipment. Through grants and gifts from industry, the equipment and instrumentation is continually being improved and extended.

Much material and equipment is shared by all departments. Examples are the new spectrophotometer with atomic absorption attachment which is used by the physics, chemistry, geology, and biology departments. The stockrooms and equipment of each department can be drawn on by any department.

The physics department has new laboratories that house an atomic absorption spectrophotometer, a precision high field magnet, lasers, and modern electronic equipment. The laboratory facilities are supported by a dark room, a machine shop, and computing facilities for analyzing data. A significant part of the learning experience in the physics department takes place in the laboratory.

New geology laboratories provide space for a complete geology program. They are equipped with a rock saw for the preparation of specimens, polarizing microscopes, and various field study devices. The college owns an extensive rock and mineral collection to which additions are being made through purchases and field trips.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human

depth perception, illusion phenomena, and discrimination; tests for individual and group assessment; mazes and mirror-drawing are utilized by students and faculty in the main laboratory or in individual research rooms, including a soundproof room, an electrically shielded room, and one-way vision observation rooms.

### **The Language Laboratory**

Price Language Laboratory, located in Duke Memorial Hall, incorporates the latest developments in electronic equipment. It contains 50 fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual console provides eight separate lesson sources, including a shortwave radio for receiving foreign broadcasts. Carpeted and air-conditioned, the laboratory affords conditions of extraordinary quiet and comfort for the student. It is open continuously each day, and certain nights, for regularly scheduled groups and for students who wish to work independently.

### **The Computer Center**

The computer center, located in New Garden Hall, houses a DEC PDP-11/40 and provides time sharing services to the entire campus. Terminals, connected to the 11/40 from various points on campus, and a PDP-8/f in King Hall, remotely interfaced with the 11/40, provide students and

faculty with a powerful tool for research, statistical and mathematical analysis, simulation models, data processing and management training. Introductory courses are offered in computer science, data processing and numerical analysis.

## **THE COLLEGE SETTING**

### **The Campus**

Guilford College is located in the Piedmont of North Carolina, midway between the seacoast and the Great Smoky Mountains. The college now lies within the city limits of Greensboro; however, the center of the city is five miles east. The Greensboro/High Point/Winston-Salem Regional Airport (served by Eastern, Delta, Piedmont, and United airlines) is three miles west, and College Road leads directly to Interstate 40 (I-40), two miles south.

A U.S. post office is just across from the college gates; Quaker Village shopping center is a short distance east; there are banks, dentists' and doctors' offices, and a number of business establishments in the Guilford College community. The New Garden Meeting House of the Society of Friends is located beside the campus. Friendship Meeting holds unprogrammed services on campus. Protestant, Catholic, and Jewish faiths are also represented in the community.

The Guilford campus covers about 300 acres of mostly wooded land with some meadows

used for sports and a small lake open for swimming in the spring and summer. Most of the approximately 1,000 students reside on campus in dormitories which provide a variety of living situations. There are also apartments for married students. The gymnasium, tennis courts, and playing fields encourage participation in sports. A large auditorium and several smaller lecture halls are available for concerts and other entertainment. Founders Hall houses the bookstore, college post office, and lounge areas. Centrally located in Founders Hall is a snack bar and a large dining hall.

Historically, this neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's Journal includes a letter which he wrote to these "First Planters of Truth in the Province;" Dolley Madison's birth is recorded in the records of New Garden Meeting; in the graveyard behind the present meeting house, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolutionary War. The battleground, now a national park, is four miles northeast of the campus.

## **The Urban Center**

The Urban Center on the campus enrolls about 750 students, most of whom commute. Many of the students are employed in the Piedmont area and study part-time at Guilford to complete degrees or to increase their professional competence. Enrollment in the various degree programs is equivalent to approximately 450 full-time students.

Day and evening classes are offered through the Urban Center during the fall and spring semesters, as well as during the summer term. In general, the curriculum is designed to meet the needs of the Piedmont area. Detailed descriptions of the programs and specialty offerings are available on request.

All courses carrying academic credit are identical to those offered through the daytime programs of the Main Campus and are customarily taught by the same faculty. Students at the Urban Center may enroll for daytime courses and attend the wide variety of programs and performances given on campus. The Urban Center has its own student government organization and provides separate and varied student activities.

The Urban Center offers a two-year Associate of Arts degree in accounting, the behavioral sciences for criminal justice personnel, or management. It also offers a four-year Bachelor of Administrative Science degree in accounting, the ad-

ministration of justice, or management; and a four-year Bachelor of Science degree in management, the behavioral sciences for criminal justice personnel, or accounting.

Funding by the Department of Justice makes it possible for Guilford to award grants to cover tuition for criminal justice personnel and to arrange loans for those who intend to enter criminal justice after completing college.

### **ACCREDITATION AND AFFILIATION**

Guilford College is accredited by the Southern Association of Colleges and Secondary Schools and by the National Commission on Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teachers.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the American Association of Higher Education, the North Carolina Foundation of Church-Related Colleges, and the Piedmont University Center. Guilford College's religious affiliation is with the Society of Friends.



# Academic Programs

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Liberal education is not a mold into which young minds must be pressed. It is rather a tool in the development of a mature and aware individual, capable of analyzing the personal and public issues which confront us all and of choosing with perception and integrity the course of his own life.

Responsible choice has been the guiding principle in the evolution of Guilford's curriculum. Students are encouraged to create an individual course of study, selecting from a wide variety of alternatives those subjects which have most to contribute to their personal development. Faculty advisers assist the student in exploring his interests and abilities and relating his course of study to his future plans.

Students with varied talents and aims can progress at differing rates and may profit from different methods of study. Most of our courses offer some combination of lectures and discussion or laboratory, with research papers and examinations. The seminar approach, demanding more direct participation by the student, is available from the freshman to the senior level, and various arrangements for independent study are provided within the departments.

Off-campus learning experiences are recognized as valuable, and students are assisted in designing internships in the community. Off-campus seminars to metropolitan centers and study abroad are important contributions to the

student's education. For particularly mature students, an alternate Curriculum II allows advanced independent work extending over the entire course of study in the junior and senior years.

## **THE LEARNING COMMUNITY**

Guilford's program of study emphasizes personal choice within the context of a scholarly community with exacting standards of excellence. The student is urged to become a full participant in this community, exploring and developing his critical and creative insights in daily encounters, inside and outside of class, with faculty and students who share the search for knowledge and meaning.

Guilford College has a faculty of approximately eighty-five full-time teachers, with a number of specially qualified lecturers and assistants. Student enrollment is carefully limited, so that a low student-faculty ratio offers the student exceptional access to faculty direction in his studies, academic counseling, and enriching personal associations with his professors. The faculty is sincerely committed to undergraduate teaching and sees learning as a common venture into the vital questions of human life.

## **DEGREES**

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees in a variety of major fields. Through the Urban

Center, the college offers both the Associate of Arts degree and the Bachelor of Science degree in accounting, the behavioral sciences for criminal justice personnel, or management. The Bachelor of Administrative Science is also offered in accounting, the administration of criminal justice, or management. This degree will eventually replace the Bachelor of Science degree in the areas listed above. The Bachelor of Music Education degree and the Bachelor of Music degree in applied music, the history and literature of music, or theory and composition are offered through the Greensboro Regional Consortium, with all courses in the major to be taken at Greensboro College. Full details of academic regulations and course offerings are found in Chapters V and VI.

## **COURSES**

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits; the exceptions are physical education activity courses, off-campus seminars, some independent study projects, seminars in some departments, and some courses in music. Juniors and seniors in Curriculum II usually do not take courses, but are granted their degrees on the strength of examinations and a senior thesis in their major field. Some courses meet for four hours each week, others meet for three hours, and some meet for only two hours.

There is no necessary correlation between the number of credits earned in a course and the number of hours the course meets each week.

The number of hours a course meets each week is not indicated in the course offerings of the departments listed in Chapter VI. The Registrar's Office prepares a class schedule for registration which provides all necessary details about when and where courses are scheduled. Normally, 100 level courses are introductory courses; 200 level courses are sophomore courses; and 300 and 400 level courses are taken by juniors and seniors. The regulation regarding course levels, however, is flexible and students may take most courses whenever they please if they have taken the required prerequisites. Freshmen must have their adviser's approval to take 300 or 400 level courses.

## **COURSE REQUIREMENTS**

The academic program at Guilford College is designed to provide the student with a sense of his cultural heritage, to open to him the broad range of ideas and modes of experience represented in the various disciplines, to equip him to think cogently and creatively, and to give him some depth of knowledge in a chosen major field. To fulfill these aims, the student, in planning his program with an adviser, selects courses to satisfy the requirements of the core curriculum, described below, and also certain courses to satisfy the requirements

of a major and related fields. In addition, ample space is provided in the student's schedule for elective courses so that he may freely explore areas of special interest. The equivalent of thirty-two 4-credit courses are required for the degree.

### **The Core Curriculum**

The center of the core curriculum, to provide a common experience for all students at Guilford College, includes two courses in Being Human in the Twentieth Century and ordinarily two courses in English. Normally each student will enroll in the first course in Being Human in the Twentieth Century (101) during the first or second semester of his freshman year, the second course (401) to be completed in the second semester of his junior year or in the senior year. Transfer students above the freshman level will not be required to take BHTC 101 but must take BHTC 401. BHTC will be given at the Urban Center in the second semester.

In the alternate semester of the freshman year, each student will enroll in an English course, the particular course to be determined by his placement in an English Essay Test, administered to all freshmen upon registration. The normal sequence of required English courses is English 150, taken during the freshman year, and English 200, to be completed during his sophomore year. Students showing a need for additional work in grammar and compo-

sition through the English Essay Test will be enrolled, on a pass-fail basis, in a basic composition course (110) prior to the required sequence of English courses. For such students, the English core requirement will be three instead of two courses. On the other hand, a student showing marked proficiency on the English Essay Test may reduce his requirement in English to only one course (200). Also, students who do exceptionally well in English 150 or other courses involving writing may be exempt from English 200 and further English. Application for exemption must be made by the end of the third semester. Two courses in English as a Second Language are available for foreign students. The successful completion of the two courses offered in this area satisfies the foreign language requirement for foreign students but does not satisfy the English requirement.

### **Being Human in the Twentieth Century**

The Being Human in the Twentieth Century program focuses around the questions pertinent to life in the twentieth century, attempting to involve each student and faculty participant in a quest to discover his own tentative answers to what the course title means. The quest is encouraged through several media: readings, written assignments, creative projects, lectures and films centered around small discussion groups which meet twice weekly.

The approach is interdisciplinary, integrating



the perspectives of psychologists, sociologists, scientists, poets, and others as well as the diverse interests represented by seminar participants. The approach is also question-oriented, providing diverse responses to each question considered.

The questions involved probe essential issues of individual identity and human nature. Issues often considered are the role of imagination in knowing, self-identity and freedom of the individual in society, the impact of modern science on the individual and society, and the role of responsible decision making. Hence, the program is concerned with how one avoids being dwarfed and dehumanized in a world of vast and confusing complexity and what one must do to be fully himself and fully human.

## **English**

The development of writing skills is a basic ingredient in a liberal arts education. The teaching of writing skills is not the sole responsibility of the English department. In the Being Human in the Twentieth Century-English sequence of the freshman year, staff members in both courses cooperate in stressing the importance of writing. All faculty members demand a high quality of writing in their courses.

The two ordinarily required English courses, 150 and 200, stress composition, with emphasis on those skills needed to write papers and essay examinations. The reading

for both courses is in literature, centered around varying topics.

The purpose of the required English courses is not only to teach composition but also to develop the student's sensitivity to and critical understanding of literary art through varied reading and discussion. Intensive study of literary genres and techniques of critical writing are emphasized.

## **Intercultural-Language Requirement**

In keeping with the traditional Quaker concern for world peace and international understanding, Guilford College has incorporated into its curriculum an intercultural program, offering courses in non-Western drama, economics, history, philosophy, political science, religion, and sociology. Independent study is encouraged. Students interested in independent study projects should consult with the director of the Intercultural Studies Program.

As a part of the core curriculum, a two-course intercultural requirement is fulfilled by one course in non-Western studies, and either one foreign language course at the 201 level or an intercultural experience abroad approved for 4 hours of credit by the Committee on Extended Programs and the Curriculum Subcommittee.

The purpose of the one-course non-Western requirement is to encourage the student to expand his horizons beyond the American-

European tradition to the cultures of Asia and Africa, as well as primitive cultures, and to examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, social structures, and ways of life found in cultures other than his own. By such study, he receives added insight into his own culture and the nature of intercultural conflict and change. Non-Western courses may be taken in the student's major field but may not count for both the major and the college requirement.

The second portion of the intercultural requirement recognizes the fact that European cultures, like non-Western, are different from American culture, and a knowledge of a language other than English or even a brief residence in a non-English speaking country broadens immensely the perspective of the American student. Guilford College offers language study in Esperanto, French, German, Greek, Italian, Latin, Russian, and Spanish. On registration, a foreign language proficiency test is available for freshmen. Through scores on this test, a student may be placed in a 201 language course immediately or he may be exempt from the language requirement completely.

Foreign students satisfy the language requirement through successfully completing courses in English as a Second Language.

Candidates for the Bachelor of Administrative Science degree in accounting, the administration of justice, or management

must take an intercultural course but are not required to take a foreign language.

### **Distribution or Area Requirements**

One purpose of a liberal arts education is to open to the student the broad range of ideas and modes of experience represented in the various disciplines. Consequently, each Guilford College student is required to meet distribution requirements in the divisions of the curriculum other than the one in which his major falls: the creative arts, the humanities, the sciences, and the social sciences.

The requirement in the creative arts is one course in art, comparative arts, creative writing, music or drama. Majors in art, music, or drama and speech are exempt from this requirement.

The requirement in the humanities is for one course in classics, history, or literature (in English, in translation, or in languages other than English) and for one course in either philosophy or religion. Foreign language, English, history, philosophy, and religion majors are exempt from the humanities requirement. Two courses in the humanities are required of candidates for the Bachelor of Administrative Science, but it is not mandatory that the two courses represent the two subdivisions indicated.

The requirement in the sciences involves one science course with a laboratory. The second course required may be a second



science course, with or without a laboratory, or a designated course in mathematics. Majors in the sciences or in mathematics are exempt from this requirement.

Two courses in the social sciences - - economics, political science, psychology, and sociology - - are required in two disciplines. Majors in accounting, the administration of justice, economics, education, management, physical education, political science, psychology, and sociology are exempt from the social science requirements.

Area exemption for humanistic studies majors will be decided by the Humanistic Studies Council on an individual basis.

The intent of the above distribution requirements is to expose the student to as many disciplines as possible. For example, if the student fulfills his non-Western requirements with a course in religion, it would be desirable that he satisfy part of his humanities requirement with a course in philosophy, unless a definite rationale for not doing so can be established.

Not every course listed in departmental offerings satisfies the distribution requirements of the core curriculum. To be acceptable, courses must be approved by the Curriculum Subcommittee. Such courses will be listed each semester by the Registrar on the schedule which he prepares for distribution.

Testing out of core courses may be initiated by the student.

**Physical Education**

Although Guilford College embraces the ideal of a sound mind in a sound body, enrollment in physical education activity courses is voluntary and such courses carry degree credit up to a limit of 4 hours. Active participation in the intramural sports program on the part of all students is encouraged for the entire period of their enrollment.

**THE MAJOR**

The choice of a major is one of the most important decisions facing the student, since both the nature of his college experience and the direction of his life are involved. Students are encouraged to explore a variety of fields and examine thoughtfully their own talents and purposes before coming to a decision. Most majors require eight courses (32 credits).

**Departmental Majors**

Guilford College offers the baccalaureate degree in twenty-five academic disciplines and an interdisciplinary major in humanistic studies.

Consult Chapter VI for descriptions of two-year programs in accounting, administration of justice, and management which lead to the Associate of Arts degree.

Majors are offered in the following areas:

- |                           |                    |
|---------------------------|--------------------|
| Accounting                | Humanistic Studies |
| Administration of Justice | Management         |

Art*	Mathematics
Biology	Music†
Chemistry	Philosophy
Drama and Speech*	Physical Education
Economics	Physics
Elementary Education	Political Science
English	Psychology
French*	Religion
Geology	Sociology
History	Spanish*
	Special Education*

\* Combined major with Greensboro College

† Entire major must be taken at Greensboro College

## The Related Field

In addition to the eight courses required for a major, four courses are taken in related fields. These courses enable the student to expand his field of concentration and relate it to individual plans and interests. Related courses may be chosen from the major courses listed above, or from the following programs: astronomy, classics, fine arts, geography, Italian, German, Greek, Latin, and Russian.

## Electives

The number of electives available to the student depends upon advanced placement in either English or foreign language and his ability to test out of other required courses. Ordinarily eight or nine elective courses are possible. These may be taken in any department.

## CURRICULUM SYNOPSIS

Most students complete their degrees by meeting the requirements of the regular curriculum. Degree requirements in the regular curriculum are as follows:

### Courses required of all students

Being Human in the Twentieth Century	2 courses
English	2 courses
Non-Western Studies	1 course
Language or Intercultural Experience Abroad	1 course

### Distribution Requirements

(The student is exempt from the requirement in the area in which his major lies.)

Creative Arts	1 course
Humanities	
Classics, History, or Literature	1 course
Philosophy or Religion	1 course
Science or Mathematics, one course to be a laboratory science	2 courses
Social Sciences, two different disciplines	2 courses
Major Concentration	8 courses
Related Field	4 courses
Electives	8 or 9 courses
<hr/> Total	<hr/> 32 courses
Total	128 credits

## INDEPENDENT WORK

All departments of the college offer independent study opportunities. The







nature of the undertaking varies with the major field, but the essential element is the student's initiative in shaping the terms of his investigation and evaluating its results. The program must be approved by a faculty adviser who is available for consultation throughout the project.

The writing of a senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper will be determined by the major department according to professional standards. The thesis should represent both serious research and independent thought.

Most departments offer to students of exceptional ability in the major an honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

## **CURRICULUM II**

Students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination, and self-direction as well as a high level of academic achievement may be admitted to Curriculum II. This program enables students in their junior and senior years to pursue their major

and related studies independently under the general supervision of their major professors.

All courses and area requirements except the non-Western requirement and BHTC 401 should be completed before entering Curriculum II. These two courses may be taken during the junior year after the student is studying in the program. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written exams in the major. The degree is granted on the strength of the oral and written exams in the major and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairmen in the second semester of their sophomore year. Nominations from department chairmen are acted upon by the faculty committee on curriculum. An evaluation committee composed of the department chairman and professors from the two related fields is appointed for each student admitted to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree is the responsibility of the evaluation committee. A student may be removed from Curriculum II on the recommendation of his evaluation committee and the faculty committee on curriculum. Such recommendations

must be supported by a written appraisal of the student's work.

## **OFF-CAMPUS SEMINARS**

Each year Guilford sponsors a series of off-campus seminars in which students may come to know firsthand some of the major problems and trends of our complex society. These one-week seminars, held in Washington, New York, and Philadelphia, investigate various aspects of our national government, international affairs, urban problems, innovation in education, and religion in modern life. In addition, several departments make use of the off-campus seminar program to expand the learning environment in certain courses or the departmental field of study through a week of intensive experience: art and drama in New York City, biology at a marine biology station, and geology in field studies. For each week of off-campus study, a student receives 1 hour of credit.

## **SUMMER STUDY ABROAD**

Guilford offers two types of foreign study programs. Seminars Abroad is a ten-week travel-study program in which students visit ten to twelve countries in both Western and Eastern Europe. The program consists of seminars with political leaders, meetings with European students, and visits to art galleries, museums, historical sites, and cultural events.

Approximately one-half of the time in each city is programmed, with the remaining time free. All travel is by air. The approximate cost is \$2,000 and covers travel, room, meals, sightseeing, and programs. Guilford College students receive 4 hours of credit for this program.

Guilford also operates, in cooperation with the University of North Carolina at Greensboro, summer school programs in London, Paris, Athens, Reading (England), East and West Germany, and Latin America, staffed by faculty members from the two institutions. These programs offer courses appropriate to the respective localities. Emphasis is placed on direct experience in art, drama, cultural life and contemporary history. The study program is six weeks in length and the flight arrangements allow for three additional weeks of free travel. The cost of tuition, travel, room, and meals is approximately \$1,000 for the six-week period. These programs are open to students from other colleges and brochures may be obtained from the Coordinator of Off-Campus Programs. Students receive 8 hours of credit for each summer school program.

## **THE CONSORTIUM**

In order to expand the number and variety of educational opportunities for students, in 1968 Guilford College joined with two other nearby private, church-related, liberal arts institutions, Bennett College

and Greensboro College, to form the Greensboro Regional Consortium, Inc. Students registered in any of the three colleges may, with the academic dean's approval, take courses at the other two colleges for full credit and without additional registration. A shuttle bus transports students between the three campuses in Greensboro.

The three colleges, operating on a common calendar, share majors in chemistry, physics, art, music, drama and speech, geology and earth science, political science, French, Spanish, and the training of teachers for the mentally retarded and the emotionally disturbed. They also share library resources, a clinical psychologist, a computer center, and joint workshops for student leaders and residence hall staffs.

Another cooperative program is a joint summer school. Two five-week sessions are offered on the Greensboro College campus, and a ten-week evening session is held on the Guilford College campus through its Urban Center. Students from the three colleges may register for day and/or evening courses.

In addition to opportunities previously mentioned, the consortium has an arrangement with High Point College, the University of North Carolina at Greensboro, and North Carolina A & T State University in Greensboro, whereby students in all six institutions may register for courses in

any of the institutions so long as the course is not offered on the student's home campus. The purpose is to make it possible for students to enrich their programs of study through electives as well as major courses. No additional charges are made unless a course carries a special fee.

## **THE SUMMER SCHOOL**

Two five-week summer terms and one ten-week evening program are conducted by the Greensboro Regional Consortium, with courses taught by faculty members from all three colleges. The summer sessions are designed primarily for students who wish to accelerate their programs and complete their degrees in less than four years. A number of required freshman courses are offered to enable incoming students to begin their college work early. Courses in education are offered, and teachers or prospective teachers at the primary and secondary levels can secure course work toward initial certification or certification renewal. Practice teaching is available for those seeking secondary certification.

A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses will count toward graduation.

Students from other than the consortium

colleges who wish to enroll for the summer term are required to include permission from their dean or registrar with their application. Information about summer programs is contained in a summer school catalog printed early in the spring. Address requests to the Director of Admissions.

## **COOPERATIVE PROGRAMS**

### **Medical Technology**

Through an affiliation with the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray and receive his certificate in medical technology from the school of medicine and his baccalaureate degree from Guilford.

### **Forestry and Environmental Sciences**

A cooperative program with Duke University in Durham, North Carolina, allows a Guilford student to do graduate study in forest resources at Duke's School of Forestry during his senior year and receive his baccalaureate degree from Guilford. As graduate degrees in forestry are granted in a number of areas of scientific training, interested students should consult with the chairman of the biology department early in their freshman year.

## **Nursing**

A combined degree program in nursing is available to Guilford students through Guilford's affiliation with the University of North Carolina at Greensboro. A student completes three academic years at Guilford and then enters the junior level of the nursing curriculum at the university. At the end of his first year's work at UNC-Greensboro, he is awarded the baccalaureate degree from Guilford. Upon completion of the program, he receives a Bachelor of Science degree in nursing from the university.

## **PRE-PROFESSIONAL PROGRAMS**

### **Pre-Law**

While many pre-law students major in the social sciences and humanities, Guilford's pre-law program can accommodate a variety of academic disciplines. Central to the qualities Guilford attempts to develop are those recommended by the Association of American Law Schools: comprehension and articulate expression, a critical understanding of the human institution and its value, and creative thought.

### **Pre-Medicine, Pre-Veterinary Medicine, and Pre-Dentistry**

Most pre-medical, pre-veterinary medicine, and pre-dental students concentrate on





courses in the natural sciences, yet they gain the breadth of knowledge inherent in a liberal arts curriculum. Guilford can provide the undergraduate with a solid background in the prerequisites for professional school admission, including inorganic and organic chemistry, biology, physics, mathematics, and foreign language.

## **POST-PROFESSIONAL PROGRAM**

### **Anesthesia Nurses**

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists to advance their professional stature with a minimum amount of duplication of academic courses within the framework of a liberal arts education. Upon request, the college will evaluate and plan a degree completion program for an interested applicant.

## **DUAL-DEGREE PROGRAM**

### **Engineering**

A dual-degree program of study has been established between Guilford College and the Engineering College of Georgia Institute of Technology, whereby the student will complete three academic years at Guilford and two years at Georgia Institute

of Technology. After satisfying the academic requirements of the two cooperating institutions, the student will receive a baccalaureate degree in physics/chemistry from Guilford and one of the designated bachelor's degrees in engineering from Georgia Institute of Technology. Qualified students may arrange to enter the master's degree program in engineering. Students interested in this program should consult with the chairman of the chemistry or physics departments.

## **INTERDISCIPLINARY SCIENCE PROGRAM**

### **Environmental Science**

This interdisciplinary science program draws upon related courses in biology, chemistry, geology, mathematics, physics, economics, political science, and sociology. Each student in the program selects a major in one of the natural or social sciences, but must take several courses in environmental science.

# Campus Living

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A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. For you, the individual student, a college can be many things. It can be a place to "stop over" as you develop the skills to prepare for a vocation. It can be a place to become involved in the world of ideas, thought, and creativity. It can provide a unique way to look at the world. It can be a place to refine and polish an approach to human relationships. It is often a place to put your values and commitments to work and to test them. It can be a place to test your own limits; to begin to answer the question, "Who am I in the universe?" It can be a place to find out just how able you are as a person. It can be a place of growth and development, and of new perspectives. A college is what the student, the faculty, and the administration make of it.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of man in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of the student a sense of responsibility for his own actions and an awareness of his role in the community. Specific guidelines for campus life are printed in

the student handbook available from the office of the Director of Student Services. It is the responsibility of every student to inform himself of college policies and regulations and to abide by them in good faith.

## **STUDENT GOVERNMENT**

### **Legislative**

Student government at Guilford is organized around a Community Senate. The membership of the Senate is comprised of one member each from the three smaller residence halls, three each from the three larger halls, two members from the day student organization, one member from the administration appointed by the President of the college, and three faculty members elected by the faculty.

This body, within the policies and regulations established by the Board of Trustees, derives from the President of the college authority to govern the student body and to coordinate and direct the several subsidiary organizations of the government. The executive officers of the Community Senate are elected each year in campus-wide elections. Student representatives to the Board of Trustees and to the various faculty committees are appointed by the President of the Community Senate with the consent of the Senate.

Residence hall government is based upon a unit-of-living concept in which the residents of each individual hall are empowered to



write their own constitutions, subject to the approval of the Administrative Council, to maximize their control of residence hall life. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living agreements.

## **Judicial**

“Public” campus offenses and academic violations (see student handbook for definition) are adjudicated by the Campus Judicial Board. In addition to the power to impose lesser penalties, this body may recommend suspension or dismissal subject to review by the Student Affairs Committee and the President of the college. The membership of this body is selected from students who petition a special selections committee for membership. Faculty representatives are elected from members of the full-time faculty.

“Private” campus offenses (residence hall offenses—see student handbook for definition) are heard by the Residence Hall Judicial Board. Students who feel their rights have been violated or who can present new evidence have the right to appeal a decision to the Campus Judicial Board or to the Student Affairs Committee. Procedural details are listed in the student handbook. Any student has the right to bypass any lower board and have his case heard directly by the Student Affairs Committee.

## **CULTURAL OPPORTUNITIES**

The College Union is a student-directed organization which oversees concerts, films, lectures, exhibits, dances, homecoming, sports tournaments, and other cultural and recreational programs. Its purpose is to coordinate free-time activities with education and to encourage self-direction and self-realization.

The Guilford College Arts Series has a long tradition of cultural programs in music, the arts, and public affairs. Each year it brings to the campus outstanding concerts, speakers, and films, providing a valuable expansion of fine entertainment in the community. The series is open to all students and to subscribers from the community.

Guilford students benefit from several established lecture series, including the Piedmont University Center Lectures, the Patrick History Lecture, and the Newlin History Lecture as well as the Arts Series. In addition, various departments sponsor special lectures and programs relating to particular courses or aspects of the field. These lectures are ordinarily open to the student body and to interested townspeople.

## **THE PERFORMING ARTS**

The Revelers, Guilford’s drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Other activities include film production,

exchange performances with other colleges, and participation in regional dramatics competitions. Membership in the Revelers is open to all Guilford students. Especially active members may qualify for the Dramatics Council.

The Guilford College Choir performs numerous concerts each season both on and off campus. In addition to major concerts at Christmas and during the spring, the choir takes an annual tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is by audition and is open to members of all classes. Choir scholarships are available to students meeting specific criteria.

Students interested in the broadcasting of music maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming also includes news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

## CAMPUS PUBLICATIONS

The **Guilfordian**, a weekly newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Coverage of campus news

events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout, and publishing.

The **Urban Word**, a bi-monthly publication, is the student newspaper for the Urban Center program.

The **Quaker**, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the **Quaker** attempts to interpret and evaluate graphically campus activities and aspirations.

The **Piper**, published annually by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialog in the arts.

The **Biophile Bulletin** is an annual publication of the Biophile Club of Guilford College. It's purpose is to provide a forum for the ideas of students and faculty members on the environment.

The **Journal of Undergraduate Mathematics** is a nationally distributed periodical devoted to undergraduate mathematics research. Established in 1969, the journal is published twice each year in March and September. Papers published are contributed by under-

graduate mathematics students from throughout the United States as well as from foreign countries. Edited by J. R. Boyd, Professor of Mathematics at Guilford College, the journal's editorial board is made up of prominent mathematicians in the United States and Canada.

**Chemistry**, published eleven times a year, is the American Chemical Society's journal for high school and college chemistry students and their teachers. It contains articles by authorities in different fields of chemistry, as well as reports prepared by the Washington staff. Distributed throughout the world, it is edited by O. T. Benfey, Professor of Chemistry and History of Science at Guilford College.

**North Carolina Libraries** is the quarterly publication of the North Carolina Library Association. Edited by Herbert L. Poole, Director of the Guilford College Library, the journal contains articles for and by librarians.

The student handbook, the **Pathfinder**, issued through the office of the Director of Student Services, provides detailed information on student government, organizations, activities, and regulations.

## RELIGIOUS LIFE

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become

associated with local churches or synagogues of their choice and continue active roles in church life. New Garden Friends Meeting welcomes students of all faiths, and a new Quaker gathering, Friendship Meeting, has been formed on campus.

Student organizations such as Young Friends and Intervarsity Fellowship are active on campus and in religious work in the community.

## COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work, and internships with governmental, religious, and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical political experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as BASIB and the Biophile Club, also pursue their special interests in the community at large.

## **SPECIAL INTEREST GROUPS**

Brothers and Sisters in Blackness (BASIB) was organized by the Guilford black student community to promote black unity by helping students rediscover, nurture, and project a new black identity; and to add a necessary black perspective to various phases of campus and community life. Both these purposes contribute to the promotion of the black agenda: self-awareness, racial pride, total development of individual abilities, and the right to participate in the policy-making and decision-making processes that affect individual and community life.

The Biophile Club is a conservation organization dedicated to educating the public about the dangers to our environment. As an activist group, the club is involved in a number of research projects investigating the sources and effects of pollution in Guilford County and the state. It is an active member organization in the Conservation Council of North Carolina and is affiliated with the Audubon Society and the North Carolina chapter of the Collegiate Academy of Science.

The Society of Physics Students is an inter-departmental organization of students interested in the physical sciences. The group meets weekly, sponsors speakers, social events, and non-credit classes for specific technical skills.

The Day Student Organization holds regular meetings; its members participate in intra-

mural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

The International Relations Club considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems. The club also provides an opportunity for American students to meet and exchange ideas with foreign students.

## **DEPARTMENTAL CLUBS**

Majors and other interested students in various departments have organized clubs for discussion of issues relevant to learning in their fields. Foreign language clubs provide practice in the spoken language and programs on the culture of various countries. Phi Alpha Theta, an honorary history society, sponsors historical programs; and Students' NCAE (North Carolina Association of Educators) promotes interest in education as a profession.

## **ATHLETICS AND RECREATION**

The athletics program at Guilford provides activities which are physically wholesome, mentally stimulating, and socially satisfying, integrating athletics with the total educational program. All students are encouraged







to participate in sports instruction, activities, and competitions.

As a member of the Carolinas Conference and the National Association of Intercollegiate Athletics (NAIA), Guilford sponsors intercollegiate teams in fourteen sports. Men may participate in football, basketball, baseball, soccer, lacrosse, tennis, golf, track, and cross-country. For women there is basketball, softball, volleyball, tennis, and, through the consortium, field hockey. The Guilford College Intramural and Recreation Association provides a well-balanced intramural program for both men and women, with coed and separate sports.

## **LEADERSHIP RECOGNITION**

Campus leadership at Guilford is recognized in various ways, and is a factor in the awarding of scholarships and other honors. Outstanding seniors may be named to Who's Who in American Colleges and Universities. Academic leadership is recognized by the Dean's List, by appointment of College Marshals, and by scholarships such as the Charles A. Dana Scholarships awarded for both leadership and academic ability. Students with very high academic averages may qualify for the Guilford Scholarship Society, which includes also faculty members who are members of Phi Beta Kappa or Sigma Xi. These students are awarded Honors or High Honors on graduation.

## **STUDENT SERVICES**

### **Orientation**

The orientation of new students and their parents is a one-semester program that begins with an initial one-week program prior to the opening of the fall semester.

During the one-week program, students and parents have an opportunity to meet faculty and staff members. Through small groups, students are tested, advised, and registered so that they may enter class in as smooth a manner as possible.

A special orientation session is held just prior to the beginning of the second semester for new students unable to participate during the first semester.

### **Health Service**

Several months before the date of entrance, each incoming student is required to forward to the Director of Admissions the report of a physical examination made by his physician and a certificate of vaccination for polio. These reports are made available to the resident nurses. Regular office hours are held daily by the nurses and a nurse is on call in the evenings Monday through Thursday. At all other times, through the Greensboro Regional Consortium, students are referred to the infirmary at Greensboro College, which is open 24 hours per day. Resident students may see the college physician during his regular hours in the infirmary on campus.

In most cases ill students needing to remain in the infirmary for several days are sent to the Greensboro College infirmary, at the direction of a nurse or doctor. The medical fee covers medicine and treatment for routine illnesses and the cost of sick call in the infirmary. X-ray and extra services are not covered financially from student fees. The college insurance program will be in effect for services which exceed \$25. For statement of fees and the cost of students' medical and accident expense reimbursement insurance, see Chapter IV.

## STUDENT HOUSING

### Residence Halls

The Guilford College Campus is primarily a residential campus. All students except those married, those who have reached 21 years of age, or those who commute from their homes in the Greensboro area are expected to live in campus residence halls and to take their meals in college dining rooms. All residence halls are closed and must be vacated during fall, Christmas, and spring vacations. No meals are served during these periods. Please consult the calendar at the end of Chapter VII.

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Housing Office. Reservations become effective with the signing of the contract

if the \$100 enrollment deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the Housing Office. Entering freshmen are assigned rooms in the order in which they have been accepted by the college.

Complete information on room furnishings and residence hall regulations is found in the student handbook, the **Pathfinder**, available from the Director of Student Services.

The residence halls are:

**Mary Hobbs Hall**, built in 1907, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms for fifty girls, an apartment for the Resident Coordinator, reception rooms, dining room, and kitchen.

**Kathrine Hine Shore Hall**, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife. It is designed for fifty women students and a Resident Coordinator and has a spacious parlor, a basement lounge with kitchenette, and attractive rooms.

**John Gurney Frazier Apartments** are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier, Sr., and his son, John



Gurney Frazier III. The first units of Frazier Apartments, duplex living units, were constructed in 1954. Thirty-four apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Office. Because of the great demand for these facilities, it is necessary to use a waiting list. Only full-time students may live in these apartments.

**English Hall**, a dormitory built to accommodate fifty male students and a Resident Coordinator, was built in 1957. It was given by Nereus C. English, class of 1926, a trustee for many years, and his brother Thomas English, members of a family influential in the history of Guilford College.

**Clyde A. and Ernestine C. Milner Hall** is the men's dormitory completed in 1962. It contains rooms for 256 students and their counselor, a newly re-furnished foyer, and space for recreational facilities. The building is designed in the Georgian tradition with a long terrace facing east and overlooking the tennis courts and the college lake. It is named for Clyde A. Milner, the fourth president of Guilford College, and Mrs. Milner, professor of psychology emeritus.

**Raymond and Helen T. Binford Hall**, the women's dormitory built in 1962, contains eighty-one student rooms, an apartment for the Resident Coordinator, social rooms, and recreational facilities.

It is named for Raymond Binford, Guilford's third president, and for his wife who was especially interested in the education of young women.

**Bryan Hall**, completed in 1968, is designed to house 206 students in suites of eight. It is structured in the form of four buildings around a central court and houses both men and women. The building, which is fully carpeted and air conditioned, was named to commemorate a gift by Kathleen Price Bryan and Joseph McKinley Bryan.

## MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay an automobile registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the student handbook available from the Director of Student Services.

## COUNSELING SERVICES

Counseling may be helpful in dealing with personal and social adjustment problems, resolving study difficulties, selecting an appropriate major, or planning career goals.

Many members of the faculty and administrative staff are available for informal counseling. In addition, the Counseling Center offers a variety of services to the student, such as personal psychological counseling, testing, vocational counseling, freshman orientation, and academic counseling. The center is staffed by professionally trained and experienced counselors and a clinical psychologist. Psychiatric care is available in the Greensboro community upon referral. Various testing devices are utilized to help the counselor and the student ascertain abilities, interests, personality traits and other characteristics.

As the student must feel free to talk about all personal matters, full confidentiality is a major concern of the center. Students can contact the center directly without intermediaries; all referrals to the center are on a voluntary basis; student communications are held in strict confidence; and records are not kept on the content of counseling sessions.

The Urban Center houses the Office of Veterans Affairs offering a complete counseling service on veterans benefits and services. Educational guidance and transitional assistance grants are available for the recently discharged veteran.

## **CAREER PLANNING AND PLACEMENT SERVICE**

The college realizes the importance of

helping students decide what kind of an education is best suited to their career plans, as well as how this education can best be put to use in employment. The function of the Career Planning and Placement Service is to assist students with career planning and the implementation of career goals.

This service is offered to all students at all levels and to alumni on a year-round basis. Services include aiding students in identifying specific vocational objectives leading to suitable and rewarding employment. Assistance is offered in job-finding techniques and in making available on campus a variety of employers and recruiters for graduating seniors and alumni.

An important part of the Career Planning and Placement program is the Student Internship Program. This program offers students an opportunity to combine classroom experiences with employment that is related as closely as possible to the student's course of study and individual interest. Student interns usually receive pay from the cooperating employer and/or academic credit from the appropriate department.

This service also serves as one of the connecting links between the college and the business and industrial community, keeping the faculty and administration informed of employment trends.



## INTERNATIONAL STUDENT SERVICES

Services are available to international students through a counselor who advises them on institutional rules, governmental regulations, academic resources, and opportunities offered by the campus and community. Every attempt is made to facilitate mutually satisfying relationships between foreign and U.S. students and among various nationality groups of international students, and to encourage meaningful and continuing relationships between foreign students and the community. All international students are members of the International Relations Club. Guilford College is a member of the National Association for Foreign Student Affairs. The International Student Services offers two courses under the direction of the English Department in English as a Second Language to help foreign students improve their speaking and writing ability.



# Admissions, Fees and Student Aid

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In the admissions procedure we try to concern ourselves with more than just statistics. Because we want to create and sustain the kind of vital, intense academic community which fosters and facilitates shared learning experiences, we seek in our applicants qualities of personality, intellectual capability, and social awareness which enable students to participate fully and responsibly in the academic program and campus and community life at Guilford.

To promote a multifaceted and stimulating exchange of ideas and values, we actively seek a student population representing diverse areas of the United States and many other nations, as well as a wide spectrum of ethnic, religious, racial, and socioeconomic groups. We also seek to include in the student body the sons and daughters of alumni and members of the Society of Friends.

## **SELECTION**

Each applicant is considered on an individual basis, with efforts made to deal with as many pertinent aspects of his personality as it is possible to discern.

The Admissions Committee first examines an applicant's past scholastic achievement as demonstrated by his grades and rank in class in high school, and his academic potential as predicted by his performance on one of the nationwide college entrance examinations. Intellectual capacity is a significant factor in admissions selection;

however, it does not define the whole person, so other qualifications are considered.

The committee attempts to select from among academically qualified students those whose particular backgrounds and talents might enrich and enhance the community educational experience, and those whose energies and concerns promise constructive leadership and useful service in their own lives and in society. These personal characteristics can be evaluated through letters of recommendation and the personal interview which prospective students are urged to arrange. All applicants are furthermore invited to submit for the committee's inspection any information concerning unusual circumstances, achievements, or abilities which they feel would be relevant to the committee in its decision-making process.

## **SECONDARY SCHOOL PREPARATION**

There is no specific number or pattern of units required for entrance to Guilford. We are interested instead in the quality of the student's overall academic performance. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. The Guilford Summer Scholars program described in Chapter II also allows early college experience for selected high school students.

In addition to course work in high school, the prospective student is urged to read widely outside of class, broadening his general background and his acquaintance with contemporary issues. He is also urged to increase his competence in writing, developing the ability to express his ideas accurately and coherently. Increasing his general knowledge and writing skills will not only improve his chances of acceptance at Guilford but will also contribute greatly to his success in college work.

### ENTRANCE TESTS

So that the Admissions Committee can better evaluate a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Tests (SAT) administered by the College Entrance Examination Board, or the tests of the American College Testing Program (ACT), and have the scores sent directly to Guilford College. Information concerning these tests can be obtained in the high schools.

### PERSONAL INTERVIEW

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to evaluate a student is through personal contact. For these reasons every prospective student is invited and encouraged to visit the campus if it is at all possible. To arrange

for a personal interview and a campus visit, write or call the Admissions Office.

### APPLICATION PROCEDURE

Applications are processed on a rolling basis, which means that as soon as all necessary material is received in the Admissions Office, each application will be considered. The material needed comprises (1) the completed application form with a \$15 processing fee, (2) a transcript of all secondary school work, (3) results of one of the college entrance examinations (SAT or ACT), and (4) personal recommendations from guidance counselors or others.

Candidates will be notified of the decision of the Admissions Committee as soon as possible after their applications have been processed. On acceptance by Guilford, a \$100 enrollment deposit is due. This deposit cannot be applied to the comprehensive fees; instead it serves as a registration and escrow deposit. It is refundable until May 1.

Any inquiries concerning admission to Guilford College should be addressed to:  
Director of Admissions  
Guilford College  
Greensboro, North Carolina 27410

### EARLY DECISION PLAN

To eliminate the necessity for students to file applications for admission to several colleges and to reduce the anxiety of many

college-bound students regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan. Through this optional plan students whose first choice is Guilford and who have very strong academic and personal qualities may have a decision from the Admissions Committee by November 1 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan a student should take the Scholastic Aptitude Tests during his junior year in high school and submit his application by October 15 of the senior year.

Under this plan the student agrees to apply to no other college until a decision is reached by Guilford, and if accepted he agrees to let Guilford know his decision by paying the \$100 enrollment deposit within two weeks after his notification of acceptance. This deposit is not refundable.

## **ADVANCED PLACEMENT**

The Advanced Placement Program and the College Level Examination Program provide advanced standing for entering freshmen who have either taken college-level courses in high school or who have acquired an equivalent level of knowledge by more informal means. Credit and placement decisions for courses in a student's major are made by the department concerned. All freshmen are tested for proficiency in English and in a foreign language they wish

to continue studying, and are placed at the levels determined by these tests. Every effort is made to place students in the most advanced courses for which they are qualified.

## **TRANSFER APPLICATIONS**

Qualified transfer students from accredited and approved colleges and universities are welcome to apply to Guilford.

In order to transfer to Guilford, a student needs a minimum of a C average for all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses he has taken at that institution. Transfer applications are evaluated according to the same criteria as are freshman applications.

The materials necessary to complete an application for transfer are (1) the regular application for admission and the \$15 application processing fee, (2) a transcript from every high school and college attended, indicating a cumulative grade point average, (3) results of one of the college entrance examinations (SAT or ACT; scores earned while in high school are acceptable), and (4) a letter of recommendation from the academic advisor or the academic dean of the school the student last attended.







## EARLY ENTRANCE

Because of greater preparation and maturity among many of today's high school students, Guilford College has expanded its Early Entrance Program to accommodate an increased number of able students who wish to pursue their educational objectives at an accelerated rate. Guilford welcomes applications through the normal admissions process from qualified students who are prepared to enter college upon completion of the eleventh grade. Consideration may, in some cases, be given to capable students who wish to enter college even earlier.

Each year an increasing number of students with varied backgrounds and from many states enter through the Early Entrance Program. They are admitted from the age of fourteen upward, with or without high school diplomas. Their academic performance and personal development place them markedly above those students accepted through regular admissions, a fact which the college attributes both to high motivation and intense intellectual curiosity.

Any high school student with superior academic potential is eligible to apply. Contact the Admissions Office for details.

## TUITION AND FEES/1975-76

For the academic year of two semesters:	Day Student	Mary Hobbs Dorm	Bryan Hall	Other Dorms
Tuition	\$1,920.00	\$1,920.00	\$1,920.00	\$1,920.00
Special Fees	225.00	225.00	225.00	225.00
Room and Board	<u>          </u>	<u>925.00</u>	<u>1,105.00</u>	<u>1,040.00</u>
	\$2,145.00	\$3,070.00	\$3,250.00	\$3,185.00
Student Activity Fee*	<u>70.00</u>	<u>70.00</u>	<u>70.00</u>	<u>70.00</u>
	\$2,215.00	\$3,140.00	\$3,320.00	\$3,255.00

## OTHER FEES

Application Fee	\$ 15.00	Late Payment Fee	\$ 10.00
Enrollment Fee	100.00	Late Registration Fee	10.00
Per Credit Hour less than 12 hours	48.00	Graduation Fee	15.00
Urban Center (B.A.S. degree program students) per Credit Hour	48.00	Key Deposit	5.00
Overload Per Credit Hour more than 18 hours	56.00	Auto Registration Dorm	10.00
Audit Fee (per credit)	25.00	Auto Registration Day	3.00
No Record Audit Fee (per course, applicable for Drop-in students)	50.00	Linen Deposit	5.00
Registration Fee (part-time students only)	10.00	Insurance Premium	35.00*
Late Continuing Admission Fee	5.00	Transcript Fee (per copy)	1.00

\*Subject to adjustment



## COURSE FEES

Art (studio courses)	\$ 6.00
Astronomy 207	6.00
Biology 113, 114, 115, 213, 225, 226, 442	6.00
Biology 222, 331, 335, 337, 338 441, 443	15.00
Biology 221, 332, 333	15.00
Biology 445	75.00
Chemistry 111, 112	15.00
Chemistry 220, 221, 222, 223, 224, 331, 332	20.00
Computer Courses	15.00
Education 400	50.00
Geology 221, 222, 460, 470	6.00
Geology 250, 311, 312, 335, 415, 428, 450	15.00
Being Human in the Twentieth Century	6.00
Physics 111, 112, 121, 122	6.00
Physics 201, 302, 322, 470	15.00
Psychology and Statistics (lab courses)	6.00

## MUSIC FEES

Guilford College music majors pay an additional \$200 per semester or \$400 per year for up to three half-hour private lessons per week at Greensboro College without extra charge. Non-music majors registered for private lessons in applied music at Greensboro College pay \$225 per year for two half-hour lessons per week, and \$125 per year for one half-hour lesson per week.

Fees are also charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
six hours per week	\$20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	20.00
Rental of Orchestral Instruments	20.00

## EXPLANATION OF FEES

**Student Activity Fee.** The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which every student may participate or from which he receives benefits.

**Key Deposit.** A key deposit is required of all resident students. The deposit is refundable when the student gives up his room and returns the original key.

**Automobile Registration.** For further information on motor vehicle registration and regulations, see the student handbook.

**Linen Service.** Pillow cases, sheets, and towels are furnished by the linen service. The deposit paid to the linen service representative will be refunded upon return of linens when the student leaves school.

**Medical Service.** The medical fee does not cover the cost of professional services when a physician is called to attend a patient or the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. When ill, students will be removed to the Greensboro College infirmary upon the direction of the nurse.

## **MEDICAL AND ACCIDENT INSURANCE**

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25.00 deductible). The policy provides up to \$1,000.00 medical expenses for each disability. Payment will be made commencing with the twenty-sixth dollar of expenses for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)

3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to \$250.00).

The premium for insurance (\$35.00) will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

## **SETTLEMENT OF ACCOUNTS**

Registration is not complete until financial accounts are settled. Settlement should be completed before the Business Office closes at 4:00 p.m. the second Tuesday following registration day.

A late payment fee of \$10.00 will be assessed against accounts settled after that time. After a period of ten days from said Tuesday, any student whose account has not been settled may be excluded from the college.

### **Semester Payment**

Payment of semester fees is usually made at the beginning of each semester.

### **Monthly Payment**

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the

academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

**REFUNDS AND ADJUSTMENTS**

A student who fails to register on the day and time designated for registration will be required to pay a special late registration fee of \$10.00. Subject to his adviser's approval a student may change his registration during the first week of classes. No refunds are made for changes in registration after this period except in cases of official withdrawal from college by written notice to the Business Office. In these instances, refunds or adjustment on tuition paid are calculated on the following basis:

Through first week of late payment period	80%
During second week	60%
During third week	40%
During fourth week	20%
After end of fourth week	0

Refunds on board paid are calculated from Friday following actual date of official withdrawal.

No refund or credit against room rental for the semester is given a student who withdraws from college or moves from a college residence after the first two days of classes. No refund or credit of rent will be made to

any student who is suspended or expelled from the college or residence hall for disciplinary or other reasons. No special fees or student activity fees charged for any semester will be refunded to students withdrawing after two days of classes.

**STUDENT AID**

A student's payments to the college cover only about one-half of the actual cost of his education. The college must rely for the rest of its income on endowment funds and on the contributions of alumni and friends of the college.

Even so, there are many well qualified students whose family resources are insufficient to meet the rising costs of college education without special assistance. The Director of Financial Aid and the Financial Aid Subcommittee attempt to identify such students and work out with them realistic programs consisting of scholarships, grants, loans, and work opportunities.

**BASIS OF AWARDS**

The Financial Aid Subcommittee takes into consideration both academic performance and financial need, according to the terms of the particular scholarships available. Freshmen with strong scholastic records may apply for Select Freshman Scholarships or

Trustee Scholarships and will be considered for other grants when possible.

In the case of upperclassmen, Dana Scholarships are awarded to students who have maintained a B average and are judged to have made significant contributions to various phases of campus life. Some additional scholarships are also available to students with a B average, or for athletic ability. Usually, a student requesting financial aid must have a cumulative C average and acceptable work for the preceding semester. All financial aid is awarded for the academic year, but may be removed because of unacceptable scholastic work, gross misbehavior, or undue extravagance. Scholarships must be applied for each year.

## **SCHOLARSHIP APPLICATIONS**

Applications for scholarships and other financial assistance should be addressed to Director of Financial Aid, Guilford College, Greensboro, North Carolina 27410. Financial need is evaluated through confidential financial statements submitted through the College Scholarship Service, Box 176, Princeton, New Jersey 08540. Forms may be obtained from the high school counselor or directly from the Scholarship Service. Completed applications should be received before May 15. In summary, two forms are required: the Guilford College Financial Aid Application and the College Scholarship Service confidential financial statement.

Over forty percent of Guilford College students receive some type of financial aid.

## **SCHOLARSHIPS AVAILABLE**

Guilford College offers annually to incoming freshmen 28 scholarships of \$1,000 each. Ten of these will be renewed each year if the recipient maintains a B average. Each application is judged on the basis of academic performance, class rank, college board scores and cocurricular activities. Applications may be obtained by writing to the Admissions Office and should be submitted by March 1.

### **Dana Scholarships**

To be eligible for consideration, a student must have completed a full academic year or its equivalent at Guilford College and have a cumulative B average. Selection is made by a special faculty committee, which takes into consideration the student's maturity, motivation, leadership, and contributions to campus life. A Dana Scholar may be reappointed each year, provided that he continues to meet these criteria. The award can go up to full tuition, \$1,920 for 1975-76, according to the student's needs.

### **Law Enforcement Education Program**

The Law Enforcement Education Program (LEEP) provides financial support for the college education of police, courts, corrections, and other law enforcement and



criminal justice personnel. Students preparing for careers in administration of justice may also participate in the program. Grants are made up to \$400 per semester. Loans are available up to \$2,200 per academic year, and are self-liquidating after the student's fourth year of full-time employment in the administration of justice area. Applications for LEEP should be sent to the Urban Center Student Aid Office.

### **Aid for Quaker Students**

Special grants, made possible by endowment funds and restricted bequests and gifts, are available to any qualified Quaker student who demonstrates need for financial assistance to attend Guilford College. Applications should be made to the Director of Financial Aid. Quaker ministers can receive up to 9 credit hours' cost per semester. Their wives can receive one-half this amount each semester.

### **Aid for North Carolina Residents**

The State of North Carolina provides scholarships for North Carolinians. For the academic year 1975-76, the Financial Aid Office will award the first \$1,200 of a student's need from this scholarship program.

### **Other Scholarship Aid**

The Financial Aid Subcommittee of the college administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded

largely, but not entirely, on the basis of need. Limited funds are available to assist international students.

### **FEDERAL GRANTS AND LOANS**

Basic Educational Opportunity Grants are administered at Guilford. The amount can go up to the funding level approved by Congress. In 1975-76 the Basic Grant will be up to \$1,050. A separate application for the Basic Grant can be obtained through high school counselors or the Financial Aid Office.

Guilford makes Supplemental Educational Opportunity Grants (SEOG) to students with low income and exceptional financial need, who require these grants to attend college. Through the government-supported program, authorized by the Higher Education Act of 1972, Guilford offers grants from \$200 to \$1,000 a year for a maximum duration of four academic years. The amount of aid a student may receive depends upon his need and takes into account his financial resources, those of his parents, and the cost of attending the college of his choice.

Guilford also makes loans up to \$1,200 per year from the National Direct Student Loan Fund. These loans must be repaid within ten years, with interest charges of 3% plus payments beginning nine months



after the student leaves school. No interest is charged up to three years while the borrower is in the armed services, the Peace Corps, or VISTA.

Information on other federal and state grants may be obtained through the Financial Aid Office.

Federal Insured Student Loans from a student's home bank are also approved through the Financial Aid Office. Over \$150,000 was approved during the 1973-74 academic year.

benefits, assistance is also available in areas not specifically related to education. The services include: determination of eligibility, application for veteran benefits, C number, tutorial assistance (at no cost to the veteran), dental and medical appointments, application for eligibility of home loans, guidance and counseling, and general information regarding the various types of veteran benefits including employment opportunities.

## **WORK OPPORTUNITIES**

Guilford offers an off-campus job placement service for students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available on campus in the library, cafeteria, offices, laboratories, and in maintenance.

Women students may reduce their expenses by rooming in Mary Hobbs Hall, a co-operative dormitory.

## **VETERANS**

The Office of Veteran Affairs makes available to the veteran, war orphans, wives, and widows of veterans those services normally provided at the regional level. In addition to educational

# Academic Regulations

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Guilford College requires academic work of high quality. Students are expected to maintain a seriousness of purpose and to assume a high degree of personal responsibility for their work. Within the basic framework of the college's academic standards and requirements, students are encouraged to tailor their programs according to their own individual needs and objectives.

Honesty in all academic work is assumed. Students who do not respect the honor code and who are found guilty of dishonesty by the duly constituted faculty and student committee may be suspended or dismissed from the college.

## **DEGREE CANDIDACY**

### **The Bachelor's Degree**

Guilford College offers the Bachelor of Arts, the Bachelor of Science, and, through the Urban Center, the Bachelor of Administrative Science degrees. Graduates with majors in biology, chemistry, mathematics, physics, and psychology are awarded a Bachelor of Science degree unless they request a Bachelor of Arts degree. Majors in sociology, political science, and geology may plan programs leading to either degree. Majors in accounting, the administration of justice, or management will receive the Bachelor of Administrative Science degree. The degrees of Bachelor of Music or Bachelor of Music Education are awarded in conjunction with

Greensboro College. All other majors are awarded the Bachelor of Arts degree.

### **Requirements for Graduation**

The student is required to complete thirty-two courses (128 credits) of academic work with a C (1.00) average. Students taking academic courses on a pass-fail basis will qualify for graduation if they maintain a C average in their regularly graded courses. Students graduating under Curriculum II qualify for graduation if they maintain a C average in courses below the junior level; however, a higher average will ordinarily be required of students wishing to enter this program. Curriculum II students must receive certification of satisfactory completion of their programs from the major department.

Ordinarily, a minimum of two semesters of study at Guilford College, with the last semester spent in residence, is a prerequisite for graduation from Guilford College. At least one-half of the student's courses in the major must be taken in residence.

### **Admission to Candidacy**

One semester prior to the time a student expects to receive his degree he must:

Submit to the Registrar an application for candidacy,

Submit a written statement from his department chairman indicating that all degree requirements are scheduled to be completed

by the end of the semester.

Students who fail to meet the deadlines established for completion of academic requirements for a degree will receive the degree at the next regular commencement following the successful completion of their work.

### **Associate of Arts Degree**

Three special two-year programs offered through the Urban Center lead to an Associate of Arts degree in accounting, behavioral sciences for criminal justice personnel, or management. The student is required to complete sixteen courses (64 credits) for this degree. All of the courses required are transferable to the four-year degree program. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

### **REGISTRATION PROCEDURES**

A few days prior to the opening of the college in late August, freshmen come to the campus for an orientation program that includes testing, counseling, and registration. Returning students preregister for the fall semester during early April. All preregistered students must validate their preregistration on registration day. The same procedure is followed with respect to the spring semester. Preregistration occurs in November with registration verified and finalized on the appointed

day in early January.

Registration procedures should be followed carefully. Although somewhat repetitive, it is very important that accurate, legible entries be made on all registration forms. Course selections must be made in consultation with the student's appointed adviser. Beginning with the sophomore year, a student should register with the chairman of his major department, if a major has been selected. To change from one major to another, a student should see the chairman of his newly selected major department. Future registrations should be initiated through him or a designated member of his staff.

Students are expected to become acquainted with all degree requirements and are encouraged to register for all required courses in proper sequence. Transfer students admitted will receive a conversion allowance of one credit for each 15 semester hours of transfer credit applied to Guilford's degree. All students enrolling at Guilford College are required to accumulate a minimum of 128 academic credits for the baccalaureate degree.

Students may register for courses offered at Guilford College, including the Urban Center, Bennett College, Greensboro College, High Point College, the University of North Carolina at Greensboro, and A & T State University.

One registration at Guilford College covers all necessary details. The purpose of the

Greensboro Regional Consortium is to provide an expanded and enriched curriculum for students enrolled at the six institutions. Guilford College students may enroll for any course not available at Guilford and receive full credit, grades, and quality points. Transportation is provided to Bennett and Greensboro Colleges.

Once registered, a student is responsible for all listed courses. His registration can be changed only by written drop slips delivered to the Registrar's Office. If advisable, within the first week of classes he may drop and add courses. He may continue to drop courses without a recorded grade for the first thirty days of the semester. Thereafter, he may drop courses until the appointed date (approximately two weeks after mid-term) with grades of WP or WF. After this date, no other drops are permitted unless extenuating circumstances are recognized by the Director of Student Services.

Midterm and final grade reports are available through the student's adviser. Except for older students, grade reports are mailed to parents. (Grades and transcripts cannot be released if business office and library accounts are unsettled.)

### **NORMAL SEMESTER LOAD**

Students working toward a degree normally carry four courses (16 credits) each semester. Students may in addition take two 1-credit courses (such as choir, physical education, or an off-campus seminar) without

additional tuition charge. Students who wish to take more than 18 credits each semester must have the permission of the Academic Dean. Normally, permission will be granted only to seniors who need additional credits to graduate with their class. Tuition will be charged for all credits over 18 per semester, with the exception of music majors who pay a special fee to Greensboro College for private instruction in applied music. Students may take as few as three courses (12 credits) each semester and retain their standing as full-time students.

### **THE WEEKLY SCHEDULE**

Formal classes meet on Monday, Tuesday, Thursday, and Friday. No classes are scheduled on Wednesday. Wednesday is to be used for study, library work, and conferences with professors.

Urban Center classes meet on Monday - Wednesday and Tuesday - Thursday, or as specified on the semester schedule.

### **STUDENT CLASSIFICATION**

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs as determined by earned credits.

**Freshman:** A student with fewer than 24 credits toward a degree.

**Sophomore:** The satisfactory completion of 24 credits toward a degree.



**Junior:** The satisfactory completion of 56 credits toward a degree.

**Senior:** The satisfactory completion of 88 credits toward a degree.

**Special Student:** A person taking one or more courses but not admitted to a degree program. Normal admissions requirements are waived under the Adult Student Program.

**Auditor:** A student who attends class and listens to lectures may participate in class discussions but does not receive credit. Auditors must have the approval of the instructor concerned and pay the auditor's fee to the Business Office. A record is kept in the Registrar's Office of all work that has been audited.

**Drop-in Student:** A student who wishes to audit a course but who does not require any formal record to be kept may register for any course in which there is room after registration of other students is complete. A "no record audit" fee must be paid at the Business Office.

Every student in the above classifications will be a full-time or part-time student.

**Full-Time Student:** A student who carries at least three courses (12 credits).

**Part-time Student:** A student who carries fewer than three courses (12 credits). Part-time students must have the consent of the Director of Student Services to room in the residence halls.

All full-time students (carrying 12 credits

or more) are eligible to participate in all college activities. Part-time students may participate in college activities with the approval of the Student Affairs Committee of the faculty. Rules of the National Association of Intercollegiate Athletics and the Carolina Conference determine eligibility for intercollegiate athletics.

## TRANSFER OF CREDIT

To transfer credit, the applicant must present a statement of honorable dismissal, a catalog of the college attended, an official statement or transcript giving descriptions of the work done, and a complete record of entrance credit submitted to the college from which the student is transferring, including high school transcript and College Entrance Examination Board scores. Credit for courses completed with a grade of C or above may be transferred from accredited or approved colleges. Courses to be applied to a major at Guilford College must be approved by the chairman of the major department.

A maximum of 64 credits will be accepted from a junior college. Credits for a student transferring from a nonaccredited institution are accepted on a provisional basis until validated by the satisfactory completion of 32 credits of work at Guilford College. All correspondence or extension work accepted must be specifically approved by the Academic Dean of the college. The



student's quality point average is computed from grades given for work done at Guilford College.

Credits earned by students transferring from another institution or returning to Guilford within ten years will be accepted. Credits earned more than ten years earlier must be evaluated by the Academic Dean and the chairman of the major department.

### **SUMMER SCHOOL AT OTHER INSTITUTIONS**

Guilford students may attend summer school at other accredited colleges and universities. Since only courses, not quality points, can be transferred back to Guilford, students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions a student must have his courses approved by his adviser and obtain a letter of permission from the Academic Dean.

### **SEMESTERS AT OTHER INSTITUTIONS AND IN EUROPEAN INSTITUTIONS**

When consistent with a student's educational goals and interests, Guilford encourages its students to study for a semester or a year at other institutions or in a European university. Procedures to be followed are the same as those required for summer school attendance at other institutions.

## **THE GRADING SYSTEM**

A student's grades are determined by his daily preparation, participation in class discussions, the quality of his written work, and the results of quizzes and examinations. A grade of A represents exceptional achievement, B superior, C average, D passing, and F failing. An X precedes B, C, D or F whenever the work has not been completed. In such a case the grade is provisional and may be replaced with a better mark upon completion of additional work. The final grade will remain the letter to the right of X if the course work is not made up by midterm of the next regular semester. During the first thirty days of the term, a student may withdraw from a course without a grade. A student withdrawing from a course after the thirty-day period receives a WP (withdrawal with a passing grade) or a WF (withdrawal with a failing grade). Under extenuating circumstances, the Director of Student Services may report a grade of W after the usual thirty-day period.

Only grades of C or better can be counted toward the major.

During the regular academic year midterm progress reports are available through the student's advisor. At the end of each semester final grades are entered on the permanent record and if fees have been paid, a grade report is forwarded to the student or his parents, his faculty advisor, and the

## **QUALITY POINTS**

Quality points are given for grades above a D: three per credit for an A, two for a B, and one for a C. To be a candidate for a degree, a student must have a C (1.00) average. Cumulative quality point averages are determined by dividing the accumulated quality points by the total credits attempted minus credits in courses marked W or WP and any credits earned in courses taken on the pass-fail option. When a course is repeated, the additional credits are added to the total credits attempted and the quality points are included in computing the cumulative average. Undergraduates may not repeat for credit any course previously passed with a grade of C or better. Quality point averages are computed at the end of each semester, and include only work done at Guilford College and the other consortium institutions.

## **ACADEMIC PROBATION**

Students who barely qualify for readmission will be classified as probationary students. This applies to students who, with fewer than 20 credits attempted, have a cumulative quality point average under .60; with 20 to 39 credits attempted, a cumulative quality point average under .80; and with 40 or more credits attempted, a cumulative quality point average under 1.00.

The review of a student's work for the purpose of determining probation and retention will usually take place on the basis of two semesters of work at Guilford College. The Academic Retention Subcommittee, however, may consider a student's standing at the end of any semester on the recommendation of the Director of Student Services or the Academic Dean, in which case a student may be dropped or placed on special probation status.

Those students readmitted under the condition of probation are believed to be capable of doing acceptable college work; they should confer with their advisers and avail themselves of the tutoring offered by a number of departments in order to make the most of this opportunity to raise their own standards of achievement. Probation students are not permitted unexcused absences from class and must maintain a C average each enrollment period.

## **ACADEMIC SUSPENSION**

Students may be suspended from Guilford College for academic deficiencies by the Academic Retention Subcommittee. This usually occurs when a student on academic probation does not meet the terms of his probation. It may also occur if a student not on probation does so poorly in his academic work that his quality point average falls below the minimum required

for continuation in the college. A student will be suspended if the committee believes he is able to do satisfactory work but for some reason is not doing so. A suspended student is eligible to apply for readmission to the college through the Admissions Subcommittee after one academic year. If in the judgment of the subcommittee, the applicant shows evidence of increased maturity and purpose as well as academic potential, he may be readmitted on probation for one semester. Readmission, however, is not guaranteed.

## **ACADEMIC DISMISSAL**

Students may be dismissed from the college if their work is below the required minimum standards, and if the Academic Retention Subcommittee, after a careful review of the records, believes they cannot do the quality of academic work required for the degree. Students who have been dismissed may not apply for readmission except with the approval of the Academic Dean. The final decision on readmission is made by the Academic Retention Subcommittee.

## **WITHDRAWAL**

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the office of the Director of Student Services.

During the first thirty days of the term, a student may withdraw from a course without a grade. A student withdrawing from a course after the thirty-day period receives a WP (withdrawal with a passing grade) or a WF (withdrawal with a failing grade). Under extenuating circumstances, the Director of Student Services may report a grade of W after the usual thirty-day period. The student planning to withdraw should refer to page of this catalog for the schedule of fee refunds.

## **CONTINUING ADMISSION**

All students must apply for continuing admission by April 1 if they plan to return the following September. Applications received after that date may be approved if space is available; if not, a later entrance date may be approved.

## **READMISSION**

The conditions under which a student may be readmitted depend upon his status when he withdrew from the college. A student who withdraws in good standing may reapply through the Admissions Office at any time. A student who is suspended may reapply only when his term of suspension is over, through the Admissions Office. A student who is dismissed may reapply only through the office of the Academic Dean.

## **THE PASS-FAIL OPTION**

In an effort to encourage students to broaden their selection of courses, Guilford College offers students above the freshman level the opportunity of taking one course each semester on a pass-fail basis. If a student elects pass-fail grading during the first week of the term and subsequently meets all the normal requirements of the course, he will be awarded credit for the course with a grade of P. Unsatisfactory progress will be indicated with a mark of F. Neither grade will affect the student's quality point average.

The student must have the instructor's consent to take a course under pass-fail; once he has decided to adopt the pass-fail option, he will not be allowed to change his registration. The pass-fail option may not be used in courses required in the student's field of major interest or in any required courses.

## **INDEPENDENT STUDY**

Students may register for a maximum of two independent study courses (courses numbered 460 in departmental offerings) each semester. All independent study projects must be approved by a supervising instructor and the chairman of the department in which credit is to be earned. Registration for more than two 460 courses a semester must be approved by the Curriculum Subcommittee.

## **CLASS ATTENDANCE**

The importance of class attendance varies

with the nature of the subject matter and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for their success on regular attendance by the participants. Individual faculty members will make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations and must prepare all required written work. Students on probation are allowed no absences except those excused by the Director of Student Services. Students who terminate regular class attendance will be subject to suspension.

## **QUIZZES AND EXAMINATIONS**

Students are expected to take all announced quizzes and examinations. To be excused from a quiz or examination, a student must make prior arrangements with the professor.

## **PAYMENT OF TUITION FEES**

Tuition and fees must be paid according to the schedule prescribed in Chapter IV. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make



satisfactory arrangements with the Business Office to pay their bills according to some other mutually agreed upon schedule, may have their registration canceled by the Academic Dean.

## **TRANSCRIPTS**

Every student is entitled to one official transcript of his work, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies should be made to the Registrar by the owner of the record and should be accompanied by a remittance of one dollar for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

## **THE HONOR CODE**

It is assumed that all members of the college community will respect the principles of honesty embodied in the honor code.

A faculty member or student who strongly suspects that a student has not been honest in his academic work and has evidence to support this suspicion must refer the case to the appropriate faculty-student agency. In all such cases the rights and the reputation of the student must be respected by preserving the confidentiality of the matter. It should be discussed in detail with the department chairman and the Academic Dean only if the professor concerned is unclear as to how to proceed with the case.

## **SCHOLASTIC HONORS**

### **The Dean's List**

The Dean's List is made up of the names of full-time students who in the previous semester have made a B+ (2.50) average. Summer school grades are averaged with those of the preceding semester. Sophomores, juniors, and seniors on the Dean's List are not responsible for daily preparation, but they are required to take announced quizzes and examinations.

### **College Marshals**

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the sophomore class with a B (2.00) average are eligible. The marshals serve at commencement and public college functions for the following year. The student receiving the highest number of votes is designated as chief marshal.

### **Dana Scholars**

These scholars are selected on the basis of character, leadership, and scholarship. Students are not eligible in their first year at the college but may receive the scholarship at any time after that year and may retain it as long as they maintain a B (2.00) average and continue their leadership activities. They may be asked to do a limited amount of paper grading or tutoring or to give other assistance to the faculty, and from time to time are asked to serve as a



student advisory committee for faculty and administration.

### **Scholarship Society**

The Guilford Scholarship Society was organized in 1937 (the centennial year of the college) for the express purpose of encouraging and recognizing high academic achievement. Students with quality point averages of 2.50 are eligible for election at any time after their fourth semester; faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford; and honorary members are elected on the basis of published writings.

### **Departmental Honors**

Most departments offer to students with a 2.50 average in the major an honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner, and open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

### **Graduating Honors**

Honors shall be awarded the graduating senior who during his college course has attained a quality point average of 2.50.

High Honors shall be awarded to the senior attaining a quality point average of 2.70.

# Courses of Instruction

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## **ADMINISTRATIVE SCIENCE AREA**

### **Associate Professor Caudill, Chairman**

A Bachelor of Administrative Science degree is offered through The Urban Center in accounting, administration of justice, and management. The B.A.S. degree core requirements parallel the college general core requirements with two exceptions: subdivision within the distribution requirements is not obligatory (e.g., any two approved science courses); and only one course in the intercultural area is required. The core requirement and the major requirement are ten courses each. The related field requirement is six courses, as is the elective requirement.

## **ADMINISTRATION OF JUSTICE**

### **Assistant Professor Harlan, Director**

### **Assistant Professor Bernard**

Three administration of justice programs are offered, one leading to an A.A. degree, one to a B.S. degree, and one to a B.A.S. degree. All are programs in the behavioral sciences and are conducted in cooperation with local, state, and national criminal justice agencies. The faculty is composed of specialists from the local community and members of the Departments of Administration of Justice, Management, Political Science, Psychology, and Sociology. These programs are designed to prepare students to meet the complex problems of criminal justice in today's urban society.

## **Associate of Arts Degree**

The program consists of sixteen courses (64 credits) of academic work, the equivalent of two years of full-time college study. Twelve credits of general courses include: English 150, Being Human in the Twentieth Century or its approved substitute, and one elective.

The area of concentration consists of the five following administration of justice courses (20 credits): Administration of Justice 101, 102, 201, 202, and 300. Thirty-two credits of problem-oriented courses include study in three areas of the behavioral sciences. The following courses are required: Economics 221-222, Management 335, Psychology 200, 232, and one course selected from Psychology 224, 347, 442 and 450. Sociology 200 is required, as well as one course elected from Sociology 222, 265, 336 and 450.

## **Bachelor of Administrative Science Degree**

The B.A.S. degree is available to students interested in, or currently employed in, the criminal justice system, law enforcement, courts, corrections, parole, probation, security, juvenile delinquency and other areas related to the administration of justice.

The goal of the program is to promote an understanding of the role of the criminal justice administrator, while increasing the conceptual skills and the effectiveness of personnel engaged in this profession.

The administration of justice major requirements normally include the following courses: Administration of Justice 101, 102, 201, 202, 300, and 440, with four additional courses in the

administration of justice area selected by the student and his adviser. Pre-service students are normally required to complete A.J. 460, Practicum in Administration of Justice.

The related field requirement is satisfied by six courses taken in the disciplines appropriately related to justice administration. It is highly recommended that students take at least one course in computer science or statistics.

### **Bachelor of Science Degree**

Available by special arrangement.

#### **101 Introduction to Criminal Justice. 4.**

Survey of the criminal justice system - - the philosophy, history, development, role, and constitutional aspects of the administration of justice. A review of the agencies and process of criminal justice. Approved to fulfill social sciences requirement.

#### **102 Administration of Justice. 4.**

Theory and practice of administration, the decision-making process, organizational principles, fiscal management, selection and training of personnel and the overall dynamics of criminal justice administration are covered. Social and psychological aspects of management and organization are discussed.

#### **201 Criminal Law I. 4.**

First of a two-part study of the substantive law of crimes and defenses. Treated in detail are the major crimes of homicide, assault and battery, burglary, the crimes of acquisition (larceny, embezzlement, false pretences, robbery) attempt, conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and

negative acts, and causation. Brief consideration is given to a number of other crimes and offenses.

#### **202 Criminal Law II. 4.**

Second of a two-part course on the substantive law of crimes and defenses. Consideration is given to problems of criminal responsibility, including negligence, specific intent, other states of mind necessary for criminal intent, strict liability, and the concept of transferred intent. Detailed treatment is given to the defenses of infancy, insanity, drunkenness, coverture, mistake of fact, mistake of law, compulsion or necessity, consent, condonation, public authority, prevention of crime, self-defense, defense of others, defense of habitation, defense of property and entrapment.

#### **223 Law and Society (Political Science 223). 4.**

The fundamental principles of law in our judicial system; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. Approved to fulfill social sciences requirement.

#### **225 Criminal Evidence. 4.**

Examination of concepts, policies, and procedures relating to the admission of evidence before judicial tribunals.

#### **300 Criminology. (Sociology 233). 4.**

Survey of criminological theory and practice, the nature and causation of crime, and the etiology and nature of criminal offenses and offenders.

**335 Constitutional Law I (Political Science 335). 4.**  
The role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.

**336 Constitutional Law II (Political Science 336). 4.**  
The role of courts and judges in the policy-making process with emphasis on the rights protected against the national and state governments.

**360 Corrections, Parole and Probation. 4.**  
Survey of the philosophical and historical backgrounds of corrections, parole, and probation. Treatment of convicted law violators by the correctional field services before, during, and after prison. Discussion of rehabilitation as a method of treatment.

**370 Juvenile Delinquency. 4.**  
Problem of juvenile delinquency, theories of causation, and prevention programs. Police prevention programs, juvenile courts, institutional treatment, detention homes, community resources of prevention, federal and state programs. Biological, psychological, and sociological factors are considered.

**440 Theories in Criminal Justice. 4.**  
Designed to provide in-depth summary of current philosophies and techniques used in the field of criminal justice. Attention will be given to the new experimental programs and techniques. Theoretical foundations underlying the criminal justice system.

**450 Special Topics. 4.**  
Topics selected according to special interests and capabilities of groups of students and instructors.

**460 Research Problems, Independent Study, or Practicum in Administration of Justice. 4-12.**

**470 Senior Thesis.**

**490 Departmental Honors.**

## MANAGEMENT

**Associate Professor Caudill, Chairman**  
**Professor Courtney**  
**Associate Professor Grubbs**  
**Instructor Pope**

The management department offers the Associate of Arts degree and the Bachelor of Administrative Science degree. The Bachelor of Science degree is available by special arrangement.

The objective of the Department of Management is to graduate students who are immediately effective producers and who will have a greater potential for future growth in administration.

The major program is designed to promote an understanding of the United States economy, society, and the nature of management in both public and private organizations; as well as to increase the understanding of the constructive role of

the firm in improving society. In addition, the department seeks to generate an understanding of the dynamic nature of the management environment and to instill an appreciation for the importance of anticipating and preparing for change.

In the area of accounting, the prerequisites are Mathematics 105, and Mathematics 115, which are applicable to the science area of the core curriculum. Related field prerequisites are Economics 221-222 and Management 215.

Required courses are Management 225-226, 325, 326, 327, 328, 336, 428, 429, and 450.

The management major requirements normally include Management 215, 225, 226, 234, 335, 336, 400, 424, and two 450 courses.

The major related field requirement will be satisfied by six courses taken in the disciplines appropriately related to management. Course work in more than one discipline may be used to fulfill this requirement providing that two courses are taken in each discipline. Advisor consent is required.

The Associate of Arts degree in management is designed to offer the maximum number of professionally oriented courses in the first part of one's college studies rather than leaving them until the customary last few semesters. The result is that the student can improve his or her professional competence quickly, earning the Associate of

Arts degree in either accounting or management, with all of the required course work fully credited toward a baccalaureate degree.

The A.A. program consists of sixteen courses (64 credits) of academic work or the equivalent of two years of full-time college study. It includes five courses (20 credits) of general studies and allows the student to select three elective courses (12 credits).

In the area of accounting the following major courses are normally required: Management 215, 225-226, 327, and 336.

In the area of management the following major courses are normally required: Management 215, 225, 226, 335 and 336.

In both areas, Economics 221-222 are necessary prerequisites, which will be applicable to the related field requirement.

A two-year Certified Public Accountant certificate program is offered at Guilford College by the management department. This program requires 28 credits in accounting as well as a number of courses in economics and liberal arts. Students working for the certificate may count these courses toward the Bachelor of Science degree in management. This program is designed to satisfy the educational requirements of the North Carolina State Board of C.P.A. Examiners. Students interested in this program should consult with the department chairman about specific requirements.



- 215 Business Law. 4.** The main principles of law which govern the daily conduct of business; contracts, agency, and negotiable instruments, partnerships and corporations; the law of sales, bailments, suretyships, personal and real property, insurance, and wills and trusts.
- 224 Managerial Interpretation of Accounting Information. 4.** Designed for non-accounting majors. Conceptual understanding of financial statements, including analysis of changes in financial position; uses and limitations of accounting data in various management decision problems, such as budgeting, capital expenditure decisions, production and marketing decisions.
- 225 Elements of Accounting I. 4.** Methods of modern accounting practice; theory of accounting as a management information system; study of the accounting cycle and presentation of financial statements; methods and practices applicable to formal organizations.
- 226 Elements of Accounting II. 4.** Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. Prerequisite: Management 225.
- 234 Statistical Methods. 4.** Statistical methods for the solution of management problems including frequency distributions, correlation and regression, time series analysis, index numbers, probability, and statistical inference.
- 325 Intermediate Accounting I. 4.** An analysis of accounting records and closing procedures with emphasis on the corporation; a critical examination, analysis, and application of accounting principles of income determination and valuation of assets, current liability, and corporate equity accounts. Prerequisite: Management 225 and 226.
- 326 Advanced Accounting. 4.** The accounting application of compound interest and annuities, home office and branch accounting, and parent and subsidiary accounting; preparation and interpretation of consolidated balance sheets and profit and loss statements for both domestic and foreign parents and subsidiaries; receiver's accounts, estates and trusts, governmental and institutional accounts. Prerequisite: Management 325.
- 327 Cost Accounting. 4.** A study of cost systems including job orders, process, joint cost and by-product costing; the integration of standards and direct costing in each type of system; emphasis is on relevant cost for management information and decision making. Prerequisite: Management 225 and 226.
- 328 Intermediate Accounting II. 4.** The theoretical concepts and accounting applications of long-term liabilities, long-term investments in corporate securities, and allocation of income taxes; a critical examination and analysis of fund flows, financial statements, and price-level changes; partnership formation, dissolution and liquidation, installment sales, and consignments. Prerequisite: Management 325.
- 335 Organization and Management. 4.** Theory, principles, practices, and problems involved in organizing and managing any formal organization: business, government, institu-

tion; a conceptual, methodological, operating, control, and feedback systems approach illustrated by a consideration of cases. Prerequisite: Management 225 and 226 recommended.

**336 Financial Management. 4.** Theory, principles, and practices of corporate finance, conceptual background, problems of financial allocation of corporate resources, the role of the finance executives; use of problems and cases to demonstrate potential solution involving cash flow, capital structure, rate of return on investments, and capital budgeting. Prerequisite: Economics 221 and 222 and Management 226.

**400 Industrial Management. 4.** Analysis of the production-operating function in both manufacturing and nonmanufacturing organizations. Developing production policies which support total organizational goals under varying constraints incorporating analysis of economic, political, and social influences on production.

**424 Marketing Management. 4.** Planning and control of marketing operations as a systems approach; forecasting and planning, modern control techniques, and appraisal of distribution costs and their control. Prerequisite: senior standing or departmental approval.

**428 Auditing. 4.** Auditing theory and practice; the responsibilities and work of the auditor in his examination of financial statements; systems of internal control, accounting procedures, and accounting records and other supporting evidence; generally accepted accounting principles and auditing procedures estab-

lished by the American Institute of Certified Public Accountants. Prerequisite: Management 325 and 326.

**429 Federal Taxation. 4.** A detailed study of the Federal Income Tax Law covering requirements for filing returns, rates and credit, gross income and exclusions, deductions, depreciation, losses, and basis of capital gains and losses; the filing of returns for individuals, partnerships, and corporations. Prerequisite: senior standing or departmental approval.

**430 C.P.A. Problems. 4.** General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. Examinations; opportunity for review and preparation for the C.P.A. Examination; instruction conducted on an accelerated basis and completed prior to the C.P.A. Examination. Prerequisite: all required courses in accounting and related subjects. Acceptable as an elective for majors specializing in accounting; suggested for all students who plan to take the Certified Public Accountant Examination.

**450 Special Topics.** Exploration of areas of particular interest to students and faculty in the management area which are not included in the regular departmental offerings.

**460 Independent Study.** Opportunities under our 460 designation include the following: Computer Game: Management Simulation. A seminar in the application of analytical techniques and managerial principles to policy formulation and implementation in a complex computer-simulated environment. Quantitative Methods: Statistics II. Decision







models under conditions of certainty and uncertainty including matrix algebra, mathematical programming, allocation, inventories replacement, Markov chains, queuing, utility functions, and incremental analysis.

In addition, the department will offer special independent study programs and work seminar projects as approved.

**470 Senior Thesis.** Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

**490 Departmental Honors.** Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

## ART

**Professor J. McMillan, Chairman**  
**Assistant Professor Nick**

The art major is offered in cooperation with Bennett College and Greensboro College through the Greensboro Regional Consortium, Inc. The extended art program offers comprehensive majors leading to the Bachelor of Arts degree in art history or in studio art with concentrations in painting, graphics, three-dimensional art forms, and design. A concentration in crafts may be arranged with the art department chairman and approved by the Academic Dean.

A major in art education is available through

special arrangements with Greensboro College.

All areas of study provide a solid foundation for graduate study or for professional art.

### The Program

The art core, consisting of four courses, Art 100, 101, 102, and 103, is required of all art majors with the exception of the art education major. Art 101 may be taken at Bennett College or Greensboro College. Art 102 may be taken at Greensboro College. Additional required courses in concentration areas and elective choices are specified. Philosophy 336, Philosophy of Art, is to be taken as a humanities requirement among other general education core requirements.

### Studio Art Program

The studio art major may elect a concentration in painting, graphics, three-dimensional art forms, or design. The requirements for a concentration will consist of two courses in one of the above areas, plus one course of independent studio in that area, two additional studio courses other than the elected concentration, and two courses of art history. One additional course is required, which may be chosen from any art offerings. A senior exhibition is also required.

### Art History Program

The art history major will take the four-course art core and six art history requirements: Art 200, 201, 202, 203, 204, and

400 or 401. Three additional courses are to be elected from Art 300, 301, 400, or 401. Art 100, 200, 201, 202, 203, 300, and 301 are acceptable as fine arts or creative arts electives.

**100 Introduction to Visual Arts. 4.** An overview of the principal visual arts, including their aesthetic qualities, structural forms, and historical roles as a background for the understanding and enjoyment of the visual arts, past and present.

**\*101 Design I. 4.** An introductory course in two-dimensional concepts of art structure involving the basic art media and color theory. Emphasis is placed on composition and structure. Problems in black and white and color.

**†102 Design II. 4.** A basic course in approaches to three-dimensional design, including clay modeling, carving, and constructions in a simple material.

**103 Drawing I. 4.** Basic principles and theories and drawing media are explored.

**104 Drawing II. 4.** A continuation of Drawing I.

**200 Art Survey (Western Art). 4.** Presents the visual arts as expressions of the various civilizations from ancient times to the present. Parallel readings.

**201 Renaissance Art. 4.**

**202 19th Century Art. 4.**

\* To be taken at Greensboro or Bennett College

† To be taken at Greensboro College

**203 20th Century Art. 4.**

**204 New York Seminar. 1.** A one-week seminar on the visual arts stressing dialogue with art and artists in their studios and in the major museums and galleries of New York City. The course is planned to give students a firsthand look at the making and promotion of the visual arts. Non-Guilford students registering for this course must provide costs for transportation and YMCA room and board.

**229 Painting I. 4.** Fundamentals of painting. Personal expressiveness through pictorial form, effective use of compositional elements, and the role of style are stressed. Techniques in the use of oil and/or acrylic media.

**230 Painting II. 4.** A continuation of Painting I. This course gives attention to multi-media and/or mural problems and techniques.

**300 Ancient and Medieval Art. 4.** A survey of ancient and medieval art.

**301 Oriental Art History. 4.** A survey of major art influences in China and India through the first half of the twentieth century. Designed to fulfill the non-Western requirement.

**400 Senior Thesis in Art History. 4.** Reading and research in art history and art criticism, culminating in a written paper on the chosen subject. Prerequisite: 20 credits of art history.

**401 Museum Methods and Apprenticeship. 4.**

**450 Special Topics. 4.**

**452 Independent Studio. 1-8.** Students will choose the content of this course, selecting

any studio subject. A written statement of aims and proposed work will be submitted by the student to the course adviser for approval. Senior students are expected to work independently and to carry out work which demonstrates technical proficiency and originality of concept. Conferences with the adviser, mid-semester review of progress, final critique of work at the end of the term. Prerequisites: Painting I and II. Consent of art department chairman required.

#### **460 Independent Study. 1-4.**

Additional courses to be taken in the art major are listed in the Bennett College and the Greensboro College catalogs.

Fees will be charged for all studio art courses.

## **BIOLOGY**

**Professor Bryden, Chairman**  
**Associate Professor Fulcher**  
**Assistant Professor Carver**

A major in biology consists of eight courses (32 credits) including Biology 113, 114, 115, and 470. Additional courses must be chosen by the student in consultation with his adviser. All students at the junior level are expected to audit Biology 470 one time before taking this course for credit. The student must take one year of mathematics (Calculus 121-122), one year of chemistry, and one year of physics in addition to his biology courses. A research thesis is required of all biology majors.

In addition to the basic biology courses, students preparing for careers in secondary education should also take the following courses: Biology 332; 221 or 335; 212 or 338; one course chosen from 331, 334, and 337; and one course chosen from 224, 225, and 226. Biology 113, 114, and 115 are approved as fulfilling the laboratory science distribution requirement. Biology 211 and 212 are non-laboratory courses which may fulfill the science requirement.

Through an affiliation with the Bowman Gray School of Medicine, students may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray. The medical school will award a certificate in medical technology while Guilford will grant the baccalaureate degree. Students planning to enter the program should do so early in their college career and discuss the program with the head of the biology department.

A degree program in nursing is available to Guilford students through an affiliation with the University of North Carolina at Greensboro. A student completes three academic years at Guilford and then enters the junior level of the nursing curriculum at the university. At the end of the first year's work at UNC-Greensboro, the student is awarded the baccalaureate degree from Guilford. Upon completion of the program, the university will award the Bachelor of Science in Nursing.

Programs for study in forestry are offered in cooperation with the School of Forestry at Duke University. After completing three years in residence at Guilford and an additional five semesters at Duke University, the student will receive the Bachelor of Science degree from Guilford College and the master's degree from Duke University. Students who are interested in this course of study should consult with the head of the biology department immediately after enrolling at Guilford College.

A biological field station, located at the Duke Power Company electrical generating plant on Belews Lake, is shared by Guilford College, Wake Forest University, and UNC-Greensboro. The field station is used for teaching, for research into an aquatic ecosystem receiving heated water, and for general biological research on land and water in the area.

Students who feel that they are capable of independent study may, with departmental approval, pursue such studies under the general supervision of the biology staff in their junior and senior years. Because of the general nature of scientific professional schools and graduate schools, it may be necessary to require certain courses that are prerequisite to advanced study and make other necessary modifications in the program of the individual student. A student interested in independent study should discuss this matter with his major professor no later

than the beginning of the second semester of his sophomore year.

- 113 Cell Biology I. 4.** Introductory cytology and cell biology. An elementary study of the structure and function of cells and their organelles including basic concepts of cell nutrition, intermediary metabolism, growth, and reproduction. Approved to fulfill laboratory science distribution requirement.
- 114 General Zoology. 4.** An introductory study of the biology of selected vertebrates and invertebrates including basic concepts of morphology, anatomy, physiology, ecology, taxonomy, and evolution. Approved to fulfill laboratory science distribution requirement.
- 115 General Botany. 4.** Study of the plant kingdom to include morphology, anatomy, physiology, and ecology. Approved to fulfill laboratory science distribution requirement.
- 211 Genetics and Man. 4.** A study of genetics and evolutionary thought with special emphasis on their implications for human society. The specific topics covered are evolution, the cell as a unit of life, the principles of heredity, the genetics of populations, and human inheritance. Open to biology majors only with the permission of the adviser. Approved as non-laboratory science.
- 212 Ecosystems. 4.** A study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population



growth and regulation, and community organization and dynamics. Particular emphasis will be placed on the relation of man to the ecosphere. Open to biology majors only with the permission of the adviser. Approved as non-laboratory science.

- 213 The Biotic World. 4.** A survey of important organisms of the plant and animal kingdoms with emphasis on classification, description, and life cycles of representative organisms. Not open to biology majors.
- 221 Comparative Vertebrate Anatomy. 4.** A brief survey of the main classes of vertebrates; a detailed comparative study of vertebrate anatomy; detailed laboratory study of the shark, neotoma, and cat.
- 222 Comparative Vertebrate Embryology. 4.** A detailed review of the processes of germ cell development, fertilization, and cleavage; a comparative study of the development of the frog, chick, pig, and man.
- 224 Field Botany. 4.** Field study of the vascular plants to include classification, collection, and identification through field and laboratory work.
- 225 Nonvascular Plants. 4.** An advanced study of nonvascular plants with emphasis on the algae and fungi including morphology, anatomy, and phylogeny of representative species.
- 226 Vascular Plants. 4.** An advanced study of vascular plants with emphasis on morphology, anatomy, and phylogeny of ferns, gymnosperms, and angiosperms.
- 241 Elements of Statistics (Psychology 241). 4.** Methods for classifying, organizing, and sum-

marizing numerical facts, and techniques for interpreting such facts.

- 331 Animal Physiology. 4.** A study of the organ systems with particular emphasis upon function.
- 332 Invertebrate Zoology. 4.** An advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups.
- 333 Microbiology. 4.** Structure, development, and functions of bacteria and other microorganisms; concepts and techniques of isolation, cultivation, observation, morphology, physiology, and nutrition of bacteria. Prerequisites: Biology 113 and Chemistry 111-112.
- 334 Cell Biology II. 4.** A study of the chemical and physical bases of cellular structure and function including some problems of the molecular organization and functions of selected membrane systems. Prerequisites: Biology 113, Chemistry 223-224, and Mathematics 121-122 or equivalent.
- 335 Vertebrate Zoology. 4.** An advanced study of vertebrates with emphasis on taxonomy, morphology, and ecology of representative species.
- 337 Plant Physiology. 4.** Physiological processes of plants with particular emphasis on the higher plants.
- 338 General Ecology. 4.** The principles of ecology; laboratory and field work, emphasizing animals but including factors governing the distribution of both plants and animals.

**340 Psychobiology (Psychology 340).4.**

A consideration of anatomical and physiological correlates of behavior. Two lectures and one two-hour laboratory each week. Prerequisite: Psychology 301-302, and/or previous work in biology recommended.

**441- Human Anatomy and Physiology. 4,4.**

**442** Anatomy of the human body and dynamics of body function; the skeletal system, the muscular system, the nervous system, the circulatory system, the respiratory system, and body metabolism. Intended primarily for junior and senior majors in physical education. Open to other students by departmental approval or permission of the instructor. Offered alternate years.

**443 Genetics. 4.** A study of Mendelian and non-Mendelian genetics, the chemical structure of the gene, and population genetics and evolution; animal and human materials used in the laboratory.

**445 Marine Science. 4.** The principles of oceanography and the problems of marine biology. A ten-day field trip to a marine biology station is included in this course. Open only to majors with departmental approval. Prerequisite: Biology 332.

**450 Special Topics. 4.**

**460 Independent Study.**

**470 Thesis Seminar.** Individual experience in the research techniques of biology; writing of a professional paper.

**490 Departmental Honors.** Independent or directed study in a specialized area; oral examination by three members of the faculty and visiting examiner.

## CHEMISTRY

**Dana Professor Benfey, Chairman**

**Assistant Professor MacInnes**

The purposes of the chemistry program are to provide the general student with an insight into the chemist's activity and role in society; to train the student intending to enter allied science or health fields in chemical skills and understanding; and to equip its majors with the fundamental tools needed for graduate work, teaching or industry.

A major in chemistry consists of at least eight courses, not including the history of science, plus Chemistry 470. It is recommended that majors also carry out an independent study project some time during their last two years. Two mathematics and two physics courses are required and more should be taken if plans include graduate study. Languages most useful for chemistry are German, Russian, Japanese or Chinese.

**111 Chemical Principles I: The Mystery of Matter. 4.** Particles of chemistry; atomic,

molecular and crystal structure; periodicity, bonding and energy relations. Three class sessions and three laboratory hours per week. Approved to fulfill the laboratory science requirement.

**112 Chemical Principles II: The Chemical Bases of Life. 4.**

Molecular and ionic equilibria, thermodynamics, kinetics and mechanisms, introduction to organic and biochemical systems. Three class sessions and three laboratory hours per week. Prerequisite: Chemistry 111. Approved to fulfill the laboratory science requirement.

**220 Nuclear Chemistry and Radioactivity. 4.**

Radioactive disintegration series, radioactive isotopes, and laboratory techniques. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 112.

**221 The Ionic State. 4.**

Ionic bonding, theories of ionization, reactions in solution, quantitative and instrumental analysis as applied to particular environmental problems. Two class sessions and three laboratory hours per week. Prerequisite: Chemistry 112.

**222 Metals and Metal Complexes. 4.**

The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes: their synthesis structure, properties and analysis. Two class sessions and three laboratory hours per week. Prerequisite: Chemistry 221.

**223 Organic Chemistry. 4.**

Chemistry of carbon compounds, preparation,

sources, uses, and laboratory techniques, including polarimetry, IR, and gas chromatography. Three lectures and four laboratory hours per week. Prerequisite: Chemistry 112.

**224 Organic Chemistry. 4.**

Continuation of the study begun in Chemistry 223.

**331 Thermodynamics. 4.**

Kinetic molecular theory of gases, enthalpy, entropy, free energy, statistical mechanics, equilibrium, solutions. Two class sessions per week. Prerequisites: Chemistry 221, two semesters of physics, and two semesters of calculus.

**332 Chemical Bonding. 4.**

Chemical bonds, quantum mechanics, spectroscopy, advanced inorganic chemistry, periodic relationships. Two class sessions per week. Prerequisite: Chemistry 331.

**450 Special Topics. 4.**

**460 Independent Study.**

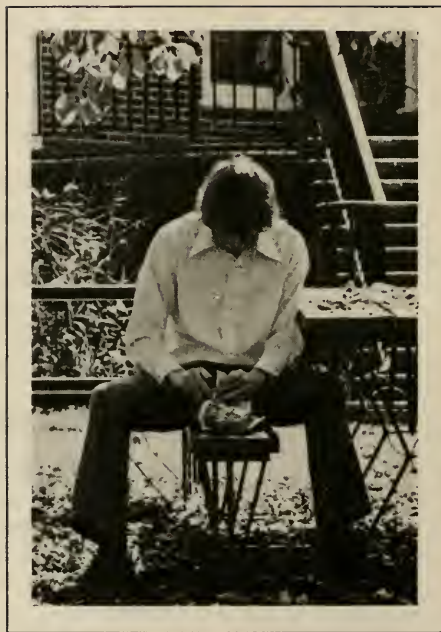
**470 Senior Thesis.**

**490 Departmental Honors.**

## CLASSICS

### Associate Professor A. Deagon

The purpose of the classics program is to involve the student in a multilevel study of the languages, literature, history, and culture of the classical world, from which he





may evolve a fuller awareness of his historical and humanistic heritage. The interdisciplinary nature of classical studies should contribute to the student's perception of the interrelatedness of various fields of knowledge and activity in the modern world.

**301 Classical Literature in Translation. 4.**

Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Approved to fulfill the humanities requirement.

**302 Classical Mythology. 4.** Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories relating to the various disciplines. Approved to fulfill the humanities requirement.

**311 Greek History. 4.** Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander; the conflicts and achievements of the fifth century. Approved to fulfill the humanities requirement.

**312 Roman History. 4.** Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire. Approved to fulfill the humanities requirement.

**450 Special Topics. 4.**

**460 Independent Study.**

**CLASSICAL LANGUAGES:** the course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 201.

**100 Elementary Greek. 4.** An introduction to Attic Greek based on fifth century authors; sight reading in the New Testament.

**201 Intermediate Greek. 4.** Further study of classical prose and poetry or readings in the New Testament, according to individual interests.

**100 Elementary Latin. 4.** An introduction to Ciceronian Latin based on the original texts; sight reading in medieval Latin.

**201 Intermediate Latin. 4.** Further study of classical prose and poetry; readings in medieval Latin.

## DRAMA AND SPEECH

**Associate Professor D. Deagon, Chairman**  
**Instructor Regenon**

The major in drama and speech is offered in cooperation with Greensboro College and Bennett College. It is designed to give students a sound background in the development of drama as an art form; to deepen their appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage, and direct plays; and to provide opportunities for personal development through individual and group per-

formance. A major in drama and speech requires a minimum of eight courses (32 credits). Majors must take 205 or 206, 207 or 208, and 307 and 308.

With departmental approval, credit toward the major may be earned in summer theater projects.

## DRAMA

- 205 Fundamentals of Acting. 4.** Basic acting techniques: diction, projection, and body movement; character analysis and characterization; consideration of historical styles; studio and public performance. Approved to satisfy the creative arts requirement.
- 206 Fundamentals of Directing. 4.** The role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; practical investigation of historical and contemporary styles; student direction of scenes and short plays for studio and public performance. Approved to satisfy the creative arts requirement.
- 207 Play Production. 4.** A practical survey of all aspects of theatrical production; consideration of problems in scenery, lighting, costuming, make-up, publicity, box office, and house management; practical experience through work on college productions. A minimum of 24 hours of laboratory work required.
- 208 Theater Craft. 4.** Theoretical and practical aspects of set design and technical theater: stage carpentry, scene painting, electricity and lighting. Term project and a minimum of

24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor.

- 300 Oriental Drama. 4.** A comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Oriental areas; theater as an expression of historical and cultural influences; comparison with Western conventions. Approved to fulfill the non-Western requirement.
- 307 Development of Drama. 4.** The classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; history of the Western theater; structural and thematic analysis.
- 308 Modern Drama. 4.** Modern European and American drama from Ibsen to the present; history of the modern theater; social, psychological, and philosophical influences on contemporary theater.
- 350 Shakespearean Drama (English 350). 4.** Concentrates on drama, but may include nondramatic works and plays by contemporaries. Approach and works covered vary from year to year.
- 450 Special Topics. 4.**
- 460 Independent Study.**
- 470 Senior Thesis.**
- 490 Departmental Honors.**

## SPEECH

- 100 Public Speaking. 4.** Intensive practice in tech-

niques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Speech laboratory work required.

- 200 Oral Interpretation. 4.** Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

## ECONOMICS

**Associate Professor Robbins, Chairman**  
**Associate Professor Parkhurst**

The purpose of the economics program is to provide a sound theoretical, methodological, and applied foundation for a basic understanding of current economic principles, issues, and policies. Provided the student takes suitable elective courses as recommended by the department, the program in economics is also designed to satisfy the requirements for students who expect to do graduate work and later pursue economics as a professional career, including related professions such as law, business, and government.

Courses at the 100 and 200 level offer an opportunity for students to learn the basic tools used in the field of economics and become acquainted with the economic and legal institutions, problems, and policies of the American and other economic systems. The 300 level courses offer more advanced tools and theo-

ries utilized in the field of economics both on the macro- and the micro- level. The 400 level courses provide a variety of advanced subjects in economics which are also useful for noneconomics majors. Economics 200, 335, 342, 411, 432, 440, and 441 are recommended for students whose majors are in political science, history, sociology, and other fields. In addition to the above courses, Economics 321, 322, and 331 are recommended for students whose major is management.

Eight courses (32 credits) are required for a major in economics, which must include the following basic courses: Economics 221-222, 321, 322 or 331, 334.

Students who wish to major in economics and especially those who plan to do graduate work are encouraged to develop a strong background in mathematics (Mathematics 105, 115, 121, 122) and should take more courses in economics in accordance with a plan approved by the chairman of the department.

Students who demonstrate exceptional performance after taking all or most of the basic courses in economics are eligible to do honors work upon invitation from the department adviser and with the approval of the department chairman. The student will be assigned additional studies and research parallel to the appropriate courses he takes in the area of his concentration. The honors work, if successfully undertaken, will culminate in the writing of an honors thesis (Economics 490) and a comprehensive oral examination.

- 100 Consumer Economics. 4.** The course appraises the problems of the consumer in the intelligent choice and use of commodities and services, including a consideration of personal and family finance, budgeting, credit, shelter, private and social insurance, and investments. Evaluated are consumers' information, decision-making, and expenditure; the effects of these on the economy; how market institutions and practices, advertising and fraud, affect the consumer; and how consumer interests can be better protected and promoted. Approved to fulfill the social science requirement.
- 200 Economic and Social Development. 4.** The objective of the course is to examine socioeconomic structures of the less developed countries. It is a nontechnical course with an interdisciplinary approach. In particular, the emphasis is upon economic, political, and social forces in economic development. Approved to fulfill the non-Western requirement.
- 221 Principles of Economics I. 4.** Determinants of size and composition of national output; macroeconomic problems such as economic growth, economic stability, and full-employment; monetary and fiscal policies. In addition, selected problems in the area of microeconomics, such as labor unions, regulation of business, welfare, urban problems, population, and foreign trade problems. Approved to fulfill the social science requirement.
- 222 Principles of Economics II. 4.** Resource allocation and income distribution in the market economy; microeconomic problems such as agriculture, monopoly, labor unions, and public policy; international trade problems, policies, and comparative systems. Emphasis of the course will be on economic theory and tools of economic analysis as applied to both macro- and microeconomic problems.
- 223 Law and Society (Political Science 223). 4.** An introduction to social jurisprudence; the fundamental principles of law in our judicial system; legal rights, wrongs, and remedies; contemporary legal issues; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. Approved to fulfill the social science requirement. Not applicable to economics majors.
- 224 Law and Economics. 4.** The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; reasons for and the rules of economic behavior and the legal concepts involved in economic activities; the relationship between economics and law in contracts, agency, sales, property, and wills. Applicable to majors.
- 321 Microeconomic Analysis. 4.** An intermediate-level approach to the theory of consumer behavior, the theory of the firm and market organization, theory of distribution and general equilibrium and economic welfare. Prerequisite: Economics 221, 222.
- 322 Macroeconomic Analysis. 4.** An intermediate-level approach to aggregate income and employment, including an analysis of such factors as Keynesian and classical systems of thought, fiscal policy, the role of the money supply in



income determination, monetary policy, and theories of economic growth and inflation. Prerequisite: Economics 221, 222.

**331 Money, Banking and Monetary Theory. 4.**

The nature and economic significance of money and monetary standard; the stock of money and levels of national income and prices; the United States banking system and international monetary system; recent developments in monetary theory and policy. Prerequisite: Economics 221, 222.

**334 Statistical Methods in Business and Economics. 4. 440**

An introduction to the concepts and methods used in quantitative economic analysis; frequency distributions, probability and sampling, time series, index numbers, and regression analysis.

**335 Comparative Economic Systems. 4.**

A study and evaluation of the ideologies, basic institutions, and performances of alternative economic systems. Prerequisite: Economics 221, 222.

**342 Public Finance and Fiscal Policy. 4.**

The theory and economic principles of taxation, the application of these principles, and the interrelationships of national, state, and local finance; cost-benefit analysis; the economic influence of public revenues, expenditures, and debt management as instruments of fiscal and social policy. Prerequisite: Economics 221, 222.

**411 History of Economic Thought. 4.** The development of economic theories in the socio-political context in which they arose; the classical

school, the marginal analysis, institutionalism, neoclassicism, Keynesian and post-Keynesian economics. Prerequisite: Economics 221, 222.

**432 International Economics. 4.**

Theory, problems, and policy in international trade; balance of payment problems, changes in patterns of trade, and the impact of international trade on underdeveloped countries; recent international monetary developments and possible alternative monetary reforms. Prerequisite: Economics 221, 222.

**440 Government and Economic Policy. 4.**

The role of government in economic policy and administrative techniques for promoting social objectives; selected problems in economic control, legal regulation, and social welfare, such as monopoly, pollution, and poverty. Prerequisite: Economics 221, 222.

**441 Labor Economics. 4.** The origin and development of the labor movement, collective bargaining, and the evolution of public policy in labor relations; analysis of labor markets; social, economic, and political programs of unions, and relevant legislation. Prerequisite: Economics 221, 222.

**450 Special Topics. 4.**

**460 Independent Study.**

**470 Senior Thesis.**

**490 Departmental Honors.** Directed study and research culminating in the writing of a professional paper; oral examination by three members of the faculty and a visiting examiner.

## EDUCATION

**Associate Professor Johnson, Chairman**  
**Assistant Professors Kingsley, P. McMillan,**  
**Reddeck, and Stewart**

The objective of the Department of Education is to assist students in the development of their abilities to meet the demands of modern day elementary and secondary classrooms.

Certification to teach can be secured in elementary education (early childhood education or intermediate education); in secondary education for English, mathematics, Spanish, science (biology, chemistry, earth science, and physics); social studies or history; and in the special subject, physical education. In cooperation with the consortium colleges, certification may be secured in art, French, music, and special education for the mentally retarded or the emotionally disturbed.

Students wishing to secure a teacher's certificate must apply for admission to the teacher education program while they are enrolled in the beginning course in education. Admission to the program will be based on an overall quality point average of 1.25, recommendations, and other pertinent criteria; students will not be permitted to enroll in other courses in the Department of Education until they have been admitted to the teacher education program. Enrollment

in the college does not guarantee acceptance in the teacher education program.

Application for student teaching must be made by March 1 of the junior year and signed by the chairman of the department in which the student is majoring. To qualify, a student should have completed most of the courses required for certification in his teaching field and is expected to have a cumulative grade point average of 1.25, both in education and in the major field. A health certification from a physician which meets the usual public school standards for teachers is also required.

Students who expect to teach in the secondary schools will major in the academic subject of their interest and will take specified courses in the Department of Education and other departments required for certification. These are: Education 221 and 400; Psychology 224 and 331; four credits of mathematics (not Mathematics 103 or 104) or logic; and work in the teaching of reading. Physical education majors take Physical Education 384. Majors in other fields take Education 388. All students planning to obtain a secondary certificate should consult their adviser for information about the requirements for certification.

For a social studies teacher's certificate the State of North Carolina requires twenty-one hours of American and world history and

twenty-one hours from three or more of the following areas: anthropology, economics, geography, political science, and sociology. There should be about equal emphasis on all areas chosen. However, meeting the above requirements for certification does not relieve one from having a major in one subject area.

Students wishing certification in early childhood (kindergarten-third grade) and in intermediate levels (fourth-ninth grades) are encouraged to major in psychology or sociology and also meet certification requirements. They may, however, major in elementary education. The requirements for early childhood emphasis are Education 221, 306, 328, 345, 366, 386K, 390, 391, and 400; Geography 111; Mathematics 103; Psychology 224 and 331; History 103 or 104; Political Science 101; English 381; Music 112; and Sociology 392. The requirements for intermediate emphasis are Education 221, 306, 345, 366, 386i, 390, and 400; Psychology 224 and 331; Mathematics 103 and 104; English 381; and sufficient hours for one academic concentration (preferably two). A number of the courses require work in the schools.

Prior to their senior year, majors in elementary education are expected to have enrolled in at least three semesters of Education 461 (1 credit): Seminar in Teaching (the content to vary but always to involve working with children and in situations to prepare for student teaching). It is also expected that

each student will have arranged to assist and observe in a classroom of a school at the beginning of the school year, for a period of from two to four days.

**221 Education in America. 4.** Organization and control of the public schools; relationships with local, state, and federal governments and with international affiliations; roles of the school, the education profession, and the teacher in the community and in a democratic society; contemporary problems in education.

**306 Science for Elementary School Teachers. 4.** A study of methods and materials for effective teaching of science in the elementary school, including a review of important principles of the physical and biological sciences.

**328 Art for the Elementary School Teacher. 4.** A study of the aims and philosophy of art education in the elementary school. Practice in use of art media and techniques; selection, preparation, and use of teaching materials.

**345 Health and Physical Education for the Elementary School (Physical Education 345). 4.** Concepts of health and physical education, scope of the program, age level characteristics, application of the principles of health and physical education, introduction to practice of teaching techniques, administering activities, and practical school experiences.

**366 Reading and Language Arts in the Elementary School. 4.** The principles and practices of a balanced program in reading and the other

language arts; systematic and differentiated procedures on recent research; the fundamentals of reading stressed: word recognition skills, rate, comprehension; all aspects of the total reading program in the elementary school.

**386 Materials and Methods in the Elementary School. 4.** Integrated with student teaching (Education 400). Emphasis on appropriate materials and methods for level K-3 the first semester (Education 386K), and 4-9 level the second semester (Education 386i).

**388 Materials and Methods in the Secondary School. 4.** The organization of teaching materials in each student's field of interest; techniques of adjusting materials and learning aids to the need of pupils, curriculum construction; classroom organization and management, and organization of routine activities; observation of actual classroom teaching. Offered both semesters on the block system. Should be taken during the first half of the semester in which student teaching is done.

**390 Sociology of Education. 4.** Emphasizes the interaction of family, school, and community on the school child; influences of race and class are considered.

**391 Early Childhood Education. 4.** Consideration of philosophies and principles related to early childhood education. Teaching skills and selection of appropriate materials for pre-school and primary education programs. Weekly participation in a preschool day care center is required.

**400 Observation and Directed Teaching. 8.** One half semester of observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and college personnel. Prerequisite: senior standing and completion of most courses in one's major.

**450 Special Topics. 4.** Exploration of special problems of particular interest to students and faculty not covered by regular departmental offerings.

**460 Independent Study and Research.**

**461 Seminar in Teaching. 1.** This seminar may be repeated up to three times. The focus is on learning firsthand what it is like to teach in a variety of situations.

**470 Senior Thesis.**

**490 Departmental Honors.**

## ENGLISH

**Associate Professor Wilson, Chairman**

**Associate Professors Behar, Gutsell, Marlette, and Morton**

**Assistant Professors Delafield, E. Keiser, and McCown**

**Instructor Regenos**

The Department of English is primarily concerned with making the study of literature a process by which students and faculty working together can better understand the continuing attempts of man to evolve literary



forms by which he can define his condition. Such a study focuses on the artist as a creator of unique forms and as a spokesman for and critic of his society's most serious concerns: religious, philosophical, moral, psychological, and political. The study of literature so conceived is, therefore, a proper core of studies for students interested in a humanistic, liberal arts education. The faculty is as concerned for students who want a significant, liberal arts education as it is for those students who have professional interests in literature.

The courses listed below comprise the basic core of offerings, but through "special topics" the department offers a much broader and more flexible program than can be listed in this catalog.

The English major is normally a literature major, beginning with English 220 and concluding with Senior Seminar. Within this framework, students devise their own program of major and related area courses. Creative writing and journalism, while offered through the English department, are normally considered related area courses. The listed offerings in both fields are limited, but students with serious professional interests may develop more comprehensive programs through independent study courses of various kinds and, in the case of journalism, through internships and work on the student newspaper. Additional course work is possible through the consortium. Students inter-

ested in teaching qualify for a secondary school certificate through courses in education and psychology. For a discussion of the general requirement in English and for testing procedures for placement, see Chapter II and the course descriptions below for English 110, 150, and 200.

**103 English as a Second Language I. 4.** Intensive practice in speaking and writing English, with emphasis on pronunciation, grammar, and syntax. Individual and classroom work will involve dictation, reading exercises, oral exercises, sentence and paragraph writing. All foreign students are initially assigned to 103 for testing and placement.

**104 English as a Second Language II.4.** A continuation of the work of 103, but at intermediate and advanced levels.

**106 Developmental Reading, Theory, and Practice. 2.** A course in developmental reading and comprehension, emphasizing vocabulary development, study skills, effective reading and interpretation, and methodology of skimming and analytical reading.

**110 Basic Composition. 4.** Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction. Specific writing problems are handled in individual conferences and class discussions. Readings are coordinated with the writing assignments. Pass-fail grading.

**150 Intermediate Composition and Literature. 4.** Discussion and practice in problems of

composition at intermediate levels. Written essays are generally analytical and critical responses to the varied readings in literature. The discussion of literature helps develop the student's sensitivity to and understanding of language, literary art, and the broad humanistic concerns that literature raises. Required of all freshmen not placing into 200. Not applicable to the English major.

**200 Advanced Composition and Literature. 4.**

Special techniques in essay writing at the sophomore level. Readings and discussion of literature focus strongly on questions of literary form and meaning. The writing assignments generally emphasize critical responses to the literary works studied in the course. Required of all students except those exempt on the basis of written work in other courses.

**205 Introduction to Journalism. 4.** Basic study of techniques of journalistic writing. Further work in journalism is regularly available through "special topics" and independent study. This course is not applicable to the major unless approved by the department chairman; students may elect a journalism concentration as a related field, or work out a program of study incorporating journalism courses, with the approval of the department.

**210 Creative Writing. 4.** A writing workshop course: student work criticized in class and in individual conferences; class discussions of short stories, poetry, drama, and general literary principles. This course may be used to satisfy the core curriculum requirement in creative arts. Credit for this course may apply toward a major in English only with depart-

mental approval. Further work in creative writing is possible through independent study.

**220 Critical Reading. 4.** An intensive introduction to literature, involving close reading of literary texts, analytical papers, and consideration of several basic approaches to literature, including myth and archetypal criticism, formalist criticism, and historical criticism. This course is strongly recommended for sophomore English majors.

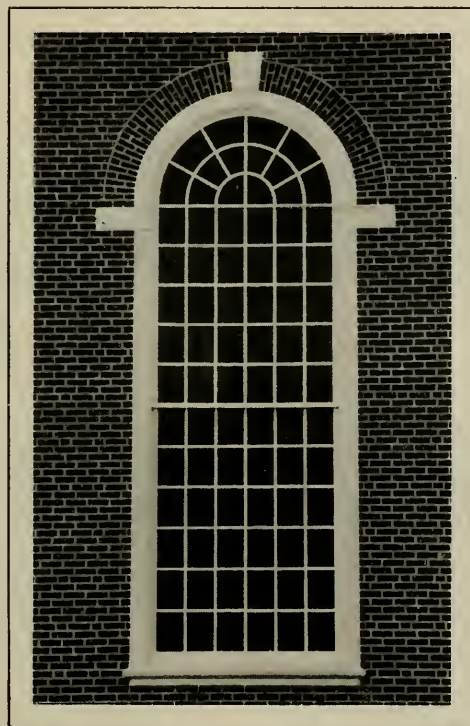
**222 Non-Western Literature. 4.** Material varies from year to year, including the Near and Far East, Africa, and the literature of primitive cultures. Designed for the non-Western studies requirement; applicable toward the English major with special arrangements.

**224 American Literature Survey. 4.** A study of the American mind in literature from the Puritans to the present.

**240 Development of the Novel. 4.** A study of the novel from its origins to the present.

**300 Modern Poetry. 4.** British and American poetry since 1900: forms, techniques, themes; intensive analysis of the work of earlier poets such as Yeats, Eliot, Frost, and Stevens, and of more recent poets such as Levertov.

**301 Modern Fiction. 4.** Significant twentieth century works, mainly British and American: such writers as Lawrence, Forster, Joyce, Faulkner, or more contemporary figures as Durrell, Grass, Bellow, Barth, according to the interest of students and instructor.







- 305 American Romanticism. 4.** A literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.
- 310 Victorian Literature. 4.** Questions, doubts, and problems of emerging modern society as seen through examination of some major writers: Tennyson, Browning, Arnold, Rosetti, Dickens, Eliot, Thackeray, and Hardy.
- 315 Realism in American Literature. 4.** A study focusing on such figures as Dickinson, Twain, James, Howells, Crane, and Dreiser.
- 320 Romantic Literature. 4.** Romanticism, its development, intellectual concerns, and literary forms, as seen in the writings of such authors as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
- 330 Neo-Classicism. 4.** A study of the major social and moral concerns of the Restoration and eighteenth century and of the major literary forms (satire, formal ode, comedy of manners, realistic novel, periodical essay), as seen in the writings of Dryden, Defoe, Swift, Pope, Sheridan, Fielding, Johnson, and others.
- 340 Milton and His Age. 4.** Major poetry and prose of John Milton and work of some of his contemporaries, considered in relationship to the history and thought of the seventeenth century.
- 350 Shakespeare (Drama 350). 4.** Concentration on drama, but may include non-dramatic works, and plays by contemporaries. Approach and works covered vary from year to year.
- 360 Renaissance Literature. 4.** Major themes and forms of Renaissance prose, poetry, and drama, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe, and others.
- 370 Chaucer and His Age. 4.** The "Canterbury Tales," selections from Chaucer's other works, and additional writings of the late Middle Ages.
- 381 Children's Literature. 4.** Introduction to the classics of children's literature and their uses in the elementary school; extensive reading, reports, and the writing of stories and poetry for children. Required of elementary education majors. Credit toward a major in English only with departmental approval.
- 400 Senior Seminar. 4.** An advanced course for seniors involving a major critical project. Work in this course may apply toward departmental honors. Required of all majors in their senior year.
- 450 Special Topics. 4.** For specialized interests of students and instructors, or for standard subjects not listed in the catalog. The department regards 450 courses as a significant part of its program, and tries through them to provide a flexible, varied, and richly stimulating experience of literature for students. Some 450 courses are inter-departmental and team taught.

**460 Independent Study.** Topic, scope, and conditions to be worked out prior to registration between instructor and student; considered only where serious interests are involved.

**490 Departmental Honors.**

## **FOREIGN LANGUAGES**

**Professor Hilty, Chairman**

**Assistant Professors Almeida, Chauvigné, M. Feagins, Hunt, and Thompson**

**Instructor Payne**

The purpose of foreign language study is to broaden and deepen acquaintance with the world about us by discovering new aspects of its cultures and gaining a more intimate knowledge of its peoples. Language provides a unique instrument for this purpose. Introductory courses prepare the student to study the culture of a foreign people as expressed in its literature and history, as well as to begin to communicate orally. Entering students who choose to meet a portion of the intercultural studies requirement with a language course will take a placement test and be assigned to the appropriate courses. Those qualifying to enter the 201 course will take one semester of the language, while those assigned to the 100 (beginning) course will take 100 and 201. Those placing above the 201 level may take upper level courses according to their placement scores, although the language requirement

has been met with this score.

A student may elect to continue the language he studied in high school or begin a new language, choosing among: French, German, Greek, Italian, Latin, or Spanish. Russian is available through the consortium, and a student may petition to have other languages accepted for the intercultural requirement. Beginning courses in all languages receive full college credit.

The department offers a major in Spanish and German. The major in French is given in cooperation with Greensboro College through the Greensboro Regional Consortium. A major consists of eight courses (32 credits) above the beginning (100) course. Students who major in one foreign language must take at least two courses in another foreign language. Majors are strongly encouraged to have some experience abroad, such as participating in the Guilford summer sessions in France, Latin America, or Germany, before graduating. Additional courses in foreign languages are available at the other consortium colleges.

Appropriate courses in history, English, philosophy, sociology, and the arts are recommended as related subjects. Students preparing to teach French, German, or Spanish in the secondary schools of North Carolina must meet the requirements for certification by taking Education 221 and 400, and Greensboro College FL372;

Psychology 224 and 331; and one mathematics course other than 103 or 104. These courses are in addition to the 32 credits required for the major in language.

## FRENCH

- 100 French I. 4.** Introduction to understanding, speaking, reading, and writing French. Laboratory required.
- 201 French II. 4.** Grammar review, selected readings, and conversation with emphasis on good pronunciation. Laboratory required.
- 202 French III. 4.** Selected readings in French literature and further development of skill in conversation. Laboratory required.
- 211 Survey of French Literature. 4.** A survey of the major French writers from the Middle Ages to the present. Approved to fulfill humanities requirement.
- 221 French Civilization. 4.** Studies in the background of French life and culture and the outstanding contributions of France to world civilization.
- 333- French Conversation and Composition. 4,4.**
- 334** A thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation. Laboratory required. (Offered at Greensboro College as French 343-344.)
- 400 Seminar. 1.** Reading and discussion of current periodical literature and of papers prepared by members of the seminar.

- 442 Seventeenth-Century French Literature. 4.**  
The later writers: La Fontaine, Boileau, Madame de Sevigne, and others; plays by Racine. Approved to fulfill humanities requirement.
- 445 Eighteenth-Century French Literature. 4.**  
French literature of the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot. Approved to fulfill humanities requirement.
- 446 Nineteenth-Century French Literature. 4.**  
Representative writers of the period with emphasis on the theatre, poetry, and the short story.
- 447 Twentieth-Century French Literature. 4.**  
The novel. Approved to fulfill humanities requirement.
- 450 Special Topics. 4.**
- \*454 Twentieth-Century French Literature. 4.**  
Theater and poetry.
- \*455 Seventeenth-Century French Literature. 4.**  
The early writers.
- \*457 Nineteenth-Century French Literature. 4.**  
The novel.
- 460 Independent study.**
- 490 Departmental Honors.** Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

\* Offered by Greensboro College.

## SPANISH

- 100 Spanish I. 4.** An introductory course in Spanish with emphasis on oral-aural skills; reading and writing introduced, employing cultural materials. Laboratory required.
- 201 Spanish II. 4.** One section of this course will be devoted to intensive drill in conversation. Other sections will read materials appropriate for the intermediate level, and all sections will have such grammar review as may be necessary. Laboratory required.
- 202 Spanish III. 4.** Selected readings in Spanish and Latin American literature, and further development of the speaking skill through use of the laboratory. Laboratory required.
- 221 Spanish Civilization. 4.** A general approach to Spanish civilization from its beginnings to the present. (Offered at Greensboro College as Spanish 233.)
- 222 Latin American Civilization. 4.** Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish.
- 333- Advanced Conversation and Composition. 4,4.**
- 334** The finer points of grammar in conjunction with composition and sustained daily practice in conversation.
- 400 Seminar. 1.** Readings and discussion of current periodical literature and of papers prepared by members of the seminar.
- 441 Medieval and Renaissance Literature. 4.** Spanish literature from *El Cid* to the Golden Age, considering how the literature reflects changing elements within government, church, society, and the individual. Approved to fulfill humanities requirement.
- 442 Cervantes. 4.** A study of *Don Quixote* and the *Novelas Ejemplares*, with appropriate critical readings. Approved to fulfill humanities requirement.
- 445 Nineteenth-Century Spanish Literature. 4.** Selected readings for class use from the early romanticists to the Generation of '98 and the early twentieth century authors; Spanish novels read independently. Approved to fulfill humanities requirement.
- 446 The Spanish American Novel. 4.** Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Approved to fulfill humanities requirement.
- 447 The Mexican Novel. 4.** An examination of representative novels emphasizing the way they reflect the search for identity of the nation. Approved to fulfill humanities requirement.
- 450 Special Topics. 4.**
- 460 Independent Study.**
- 490 Departmental Honors.** Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.



## GERMAN

- 100 German I. 4.** Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required.
- 201 German II. 4.** Reading of selected material, continued oral and aural practice, writing and grammar review. Laboratory required.
- 202 German III. 4.** Readings in German literature, oral and aural practice, and grammar review as needed. Laboratory required.
- 211-212 Survey of German Literature. 4,4.** A survey of major writers in the German language from the Middle Ages to the present. Approved to fulfill humanities requirement.
- 220 Introduction to German Culture. 4.** Studies of the life and customs of the people in the main areas where German is the native language: West and East Germany, Austria, and Switzerland. Offered on demand.
- 330 Readings in Special Fields. 4.** Developing skill in translating German selected from the student's major field of interest: science, sociology, religion, etc. Offered on demand.
- 333-334 Advanced Conversation and Composition. 4,4.** The finer points of grammar; intensive work in conversation.
- 450 Special Topics in German Literature. 4.** Content determined by need; e.g., classical period (Lessing, Goethe, Schiller), contemporary literature (or by genre). For majors.
- 460 Independent Study.**

## 490 Departmental Honors.

## ITALIAN

- 100 Italian I. 4.** Introduction to understanding, speaking, reading, and writing Italian. Laboratory required.
- 201 Italian II. 4.** Selected readings from literature, a study of grammar in depth, composition, and conversation with emphasis on good pronunciation. Laboratory required.
- 202 Italian III. 4.** Offered on demand.
- The Gina Payne McNeil Italian Prize of \$200 is awarded each year to the best student of Italian for the year. Candidates are examined by an outside examiner between April 1 and 15 to determine the recipient.

## RUSSIAN

- 100 Russian I. 4.** Intensive study of the Russian alphabet and pronunciation, important principles of grammar, and beginning conversation. Laboratory required.
- 201 Russian II. 4.** Systematic review of grammar, readings in Russian literature, self-expression in speech and writing. Laboratory required.

## SPECIAL TOPICS

- FL-450 Special Topics in Foreign Language. 4.** From time to time topics such as Language for Foreign Travel, Linguistics, and Esperanto are offered by the department even though they do not fall within the limits of a single language.

## GEOLOGY AND EARTH SCIENCE

**Associate Professor Almy, Chairman**  
**Associate Professor Harvey**  
**Assistant Professor Gibbon**

Course work in the Department of Geology and Earth Science introduces the student to the earth and its history. Emphasis is placed on basic knowledge of earth materials and processes which shape them, fundamental concepts of earth history and the evolution of life, and the essential methods and skills required of earth scientists in the library, the laboratory, and the field.

Two major programs are offered. The Bachelor of Science degree in geology should be the objective of those students preparing for professional careers in any of the several branches of the geological sciences. In most cases, graduates planning for employment in government, industry, or higher education will need the more advanced training that this program offers.

Students concentrating in geology normally take eight courses (32 credits) of geology, including 221, 222, or 231, 311, 312, 335, 415, 416, and 470. The student should also take a minimum of one year of chemistry,

either two semesters of calculus or one semester of calculus and one semester of statistics, and one year of either physics or biology.

Those students planning to teach earth science in secondary schools and others not preparing for graduate work in geology should consider the Bachelor of Arts degree in earth science. This program substitutes a greater selection of introductory courses for the more advanced studies in the Bachelor of Science curriculum.

Students working towards the Bachelor of Arts degree are expected to take Geology 221 or 231, 222, 311, 335, 460, and any other three science courses. In addition, Chemistry 111-112, one year of physics or biology and Mathematics 115 should be taken as related fields.

For both B.S. and A.B. programs, departmental requirements are flexible, so that through discussion of each individual's interests and career goals there can be a definition of the student's academic needs.

Field programs are offered in conjunction with the Off-Campus Seminars. Seminar West is an introductory-level summer course

consisting of four weeks of travel, camping, and hiking in the American West. The Reefs of Puerto Rico is an upper-level course that consists of two weeks of living and working on the coral reefs of southwestern Puerto Rico. One-week trips to the Appalachian Mountains and to the North Carolina coast emphasize earth history and processes. Seminar West is acceptable as a laboratory science. Each of these field experiences must be supported by library research and written reports. In addition, field experience is provided, where appropriate, in each of the courses taught by the department.

## GEOLOGY

**221 Physical Geology. 4.** Elements and principles of physical geology; identification and classification of common minerals and rocks; study of the forces of change, tectonics, weathering, and erosion; analysis of topographic and geologic maps; consideration of the dynamics of global forces and their effect on the physical nature of the earth. Approved to fulfill laboratory science requirement.

**222 Historical Geology. 4.** Review of the methods used in geological interpretation and the application of these methods to the study of the earth history; a historical account of the discovery of geologic time and the development of evolutionary theory; a discussion of the origin and development of our world, with emphasis on the geological history of life and the geological history of North America. Approved to fulfill laboratory science requirement.

**231 Environmental Geology. 4.** A study of the materials of which the earth is made, the distribution of those materials, and the processes that act on them; a consideration of this earth as a physical-chemical system, including man and his activities as a part of that system; and development of a basis for judging the balance between man's contribution to pollution and environmental disruption against his need to further develop earth resources for his continued existence. Approved to fulfill laboratory science requirement.

**250 Field Trip. 1.**

**311 Mineralogy. 4.** Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy; introduction to the petrographic microscope, crystal structure, x-ray analysis, geomology, and economic uses of minerals. Approved to fulfill laboratory science requirement.

**312 Petrology. 4.** The description, classification, origin, and evolution of igneous, metamorphic, and sedimentary rocks; mineral composition, texture, and field occurrence; concepts of chemical reactions, stability, and equilibrium; a study of the rock classes in thin section. Prerequisite: Geology 311 or permission of instructor.

**335 Structural Geology. 4.** The study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discus-

sions of problems in global tectonics, such as mountain building and continental drift.

**336 Geomorphology. 4.** The broad study of landforms and the processes involved in their formation: investigation of fluvial and arid geomorphic cycles; the peneplain concept; geomorphic features associated with wind, ice, igneous activity, underground water, coastlines, gravity, and structural movement.

**415 Paleontology. 4.** A study of fossils with major emphasis on invertebrates: classification and identification of fossils; the principles of evolution and paleoecology; the application of paleontology to geologic problems, especially its use in stratigraphic studies.

**416 Stratigraphy. 4.** The description, classification, correlation, and interpretation of sedimentary rocks; the principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology. Prerequisites: Two semesters of geology.

**428 Economic Geology. 4.** A study of the principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic and non-metallic mineral concentrations. Prerequisites: Geology 312 and 335 or permission of instructor.

**450 Special Topics. 4.** Subjects of specialized interest such as volcanology, geophysics, energy crisis, field problems, vertebrate paleontology, Seminar West, geochemistry, hydrology, soil science, marine geology, glaciology; interdisciplinary subjects and

courses by visiting instructors when appropriate. Approved for non-laboratory science requirement.

**460 Independent Study.** Independent and directed research, including field and laboratory experience.

**470 Senior Thesis.**

**490 Departmental Honors.**

## GEOGRAPHY AND ASTRONOMY

**111 Fundamentals of Geography. 4.** The physical and cultural environments of man; the diversity and distribution of environmental factors, especially climate, as they relate to cultural patterns, past and present. Man's effect on his environment and its effects on him. Recommended for primary education majors.

**113 - World Geography. 4.4.** Man and his role in the natural and cultural environments of the earth; variety in human cultural development related to regional differences in world climate and vegetation: the arid and wet lands, the area of Mediterranean climate, the plains and grasslands, the mountains and forest lands, and the polar regions. Emphasis is placed on the developed and undeveloped nations of the world other than those of North America and Western Europe. Recommended for elementary and secondary education majors.

**207 Descriptive Astronomy. 4.** An introduction to the night sky; the constellations and the celestial sphere; the motions of the sun, moon, and planets; descriptive and theoretical con-



siderations of the solar system, stars, galaxies, and the universe. Observations by reflecting telescope. Approved for laboratory science requirement.

**224 Economic Geography. 4.** An analysis of world economic activity based upon spatial factors and its relationship with patterns of agriculture, manufacturing, distribution, production, and utilization of basic commodities.

**450 Special Topics.**

## HISTORY

**Associate Professor Stoesen, Chairman**

**Professors Burrows and J. Moore**

**Associate Professors Hood and Lockard**

**Assistant Professors M. Cooley and Gifford**

The Department of History offers the student a major built on basic knowledge of the historical method, broad exposure to several fields of history, and detailed study of smaller segments of history. This program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. The variety of course offerings in the department enables majors in other fields to select courses related to their primary interests.

A major in history consists of eight courses (32 credits) including 101-102, 103-104, at least three courses on the intermediate level, and one seminar either in European or United States history which emphasizes techniques of research and writing. Seminars are of limited enrollment to insure the individualized attention required for the success of the program.

The history department also offers courses under the "History 450" designation which reflect the expertise of its staff or the interests of its students. Such courses are counted as intermediate courses for the history major.

A comprehensive examination consisting of oral and written portions is required of all majors. The written portion covers the student's basic knowledge of American and European history. Any student may apply to take it after he has completed the introductory history courses. The oral portion, usually taken during the student's last semester, covers intermediate level courses. Both portions must be completed with a "pass" grade prior to graduation.

Majors are required to have at least three courses in American history and three courses in European history. History majors intending to pursue graduate study should select additional history courses in lieu of certain electives and acquire a proficiency in one or more foreign languages.

It is strongly recommended that pre-law students have courses in English history, accounting, and logic.

Students majoring in history desiring to teach social studies in North Carolina must meet the requirements stated above. In addition, they must take a minimum of five courses divided among three of the following disciplines: anthropology-sociology, economics, geography, political science, psychology. They must take the education requirements for a secondary school certificate, must satisfy college requirements, and must complete one course in mathematics.

The competent student may "test out" of introductory and intermediate history courses and enroll in 460 or 470 to satisfy the major requirements. History 470 may be substituted for a seminar. Majors with a sufficiently high grade average in history, plus senior standing, will be encouraged to enroll in History 490.

History courses which fulfill a portion of the humanities requirement are listed in each semester's class schedule after approval by the Curriculum Subcommittee. An outline for these courses may be examined in the department chairman's office.

The Department of History offers courses on the 350 level to nonmajors in partial satisfaction of the college intercultural studies requirement. These courses may be taken by majors for history credit, but not for

both history and intercultural studies credit.

In order to encourage superior work in history, the history department offers annually a freshman and a senior history prize and one scholarship (the Newlin Scholarship). Two endowed lectures each year, the Newlin Lecture in the fall and the Patrick Lecture in the spring, enable the student to hear scholarly papers presented by recognized historians. The Swindell Fund enables the department to purchase special items for the library outside of its regular budget. There is a chapter of Phi Alpha Theta, international honorary history society, sponsored by the department.

**INTRODUCTORY COURSES:** examination of basic historical fact, method, and interpretation.

- 101 Modern Europe to 1815. 4.** Major developments in European history from 1500 to 1815: the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution.
- 102 Modern Europe Since 1815. 4.** Europe from 1815 to the present; the consolidation of large nation states, imperialism, the world wars, and the problem of democracy and dictatorship.
- 103 The United States to 1877. 4.** The origin and growth of the United States from colonial times to 1877.

- 104 The United States Since 1877. 4.** Social, political, constitutional, and economic developments since 1877.

**INTERMEDIATE COURSES:** studies involving more advanced historical techniques in reading, writing, bibliography, and research.

**SELECTED AREAS: American History**

- 201 Colonization and Revolution. 4.** Attention is focused on the way in which New World conditions influenced the peoples, ideas, and institutions transplanted from Europe; the relations of England with her American colonies; the social and intellectual sources of rebellion; and the adopting of a Federal Constitution. Particular attention is given in this course to the art and skills of the biographer.
- 202 American Intellectual and Social History. 4.** Ideas and attitudes - - their origin, influence, and modification - - are the core of this course, with particular attention paid to the impact of science and religion on American thought; the intellectual defense of American society and the emergence of dissenters and reformers, intellectual and political; and the development of new approaches in the humanities, education, law, and philosophy.
- 203 Economic History of the United States. 4.** Survey of the principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status.
- 204 North Carolina History. 4.** North Carolina from the period of exploration to the present; colonial foundations, establishment of the

commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

- 205 United States Diplomatic History. 4.** Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.
- 206 Recent United States History. 4.** The influence of politics, wars, and men on the internal affairs of the United States, with emphasis on the period since the New Deal.
- 207 The Jacksonian Era. 4.** A study of the documents and historical interpretations of the era to demonstrate its meaning to those who made it, and its significance to subsequent generations.

**SELECTED AREAS: European History**

- 301 England to 1689. 4.** England during its formative period; legal and constitutional development.
- 302 England Since 1689. 4.** England during its imperial and industrial growth; Great Britain's enduring influence on the world.
- 303 Russia to 1881. 4.** Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, the rise of the autocracy, the position of the peasantry, and the revolutionary movement in Russia.
- 304 Russia from 1881 to the Present. 4.** The decline of the autocracy, the 1905 and 1917

revolutions, Soviet Russia's internal development and establishment as a world power.

**305 Medieval Civilization. 4.** Extensive study of the writings of modern historians, emphasizing the crucial issues and personalities which shaped the modern world.

**306 Renaissance and Reformation. 4.** A study of the economic, social, political, and cultural changes in Europe during the era of transition from medieval to modern, 1300 to 1648.

**307 European Diplomatic History, 1870-1920. 4.** An examination of the diplomatic relations of the European powers preceding World War I and the consequences of the war; a comparison of the social, cultural, and political circumstances before and after the war.

**308 Recent European History. 4.** Economic, political, and social factors in the major developments in Europe since 1939; contemporary trends in global context.

#### **SELECTED AREAS: Intercultural History**

**351 Non-Western Civilization. 4.** History as a cultural resource diluting ethnocentrism; short studies of non-Western cultures; the common problems faced in the twentieth century by peoples of many different historical backgrounds. Approved to fulfill the non-Western requirement.

**352 A History of Africa. 4.** Major developments in the history of Africa with emphasis on sub-Saharan Africa; early civilizations and

institutions, colonial Africa, Africa since 1945. Approved to fulfill the non-Western requirement.

**354 Cultural History of South Asia. 4.** A study of the major cultural institutions of India, Pakistan, Nepal, and Ceylon in historical perspective. This includes village and urban life, language, literature, art, and political and social structures. Approved to fulfill the non-Western requirement.

**ADVANCED SEMINARS:** detailed analysis of specialized historical periods or areas, requiring advanced research using primary sources. For the history major or mature nonmajors with the consent of the instructor.

**401 Seminar in European History. 4.**

**402 Seminar in American History. 4.**

#### **SPECIALIZED COURSES**

**450 Special Topics. 4.** Exploration of an area or a particular problem of interest not included in regular departmental offerings.

**460 Independent Study.** Independent research or directed study (involving weekly meetings with a departmental adviser); oral or written examination.

**470 Senior Thesis.** Research and writing of a scholarly monograph.

**490 Departmental Honors.** Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. Credit but not non-



ors status granted unless examination grade is B or above.

**The following courses offered by other departments will be accepted for history credit:**

**Classics 311.** Greek History.

**Classics 312.** Roman History.

**Sociology 353.** Cultural History of Latin America.

## **HUMANISTIC STUDIES**

**Humanistic Studies Council**  
**Assistant Professor Delafield, Chairman**

Humanistic studies is an interdisciplinary major in which the student builds his own coherent program, suited to his own personal needs and career plans. The student should choose an area that will permit him to explore some aspect of the human condition from different disciplinary perspectives, allowing him to reflect on the process of knowing and the meaning of being human. The student can draw upon the total resources of the college: departmental offerings, independent study, and off-campus experiences. However, he must assume personal responsibility for defining and integrating his field of concentration. This work is to come to focus in some project that

integrates the student's various interests at sufficient depth so as to be a genuinely culminating experience.

The Humanistic Studies Council admits students to the major, advises, and approves the individual programs. The council consists of three faculty members, the Academic Dean, and three students majoring in humanistic studies.

To become a major in humanistic studies, a student, normally in the fall of his junior year, must submit in writing a proposal presenting his rationale for being a humanistic studies major. In addition, he must present a coherent program of study made up of twelve courses and independent studies taken and anticipated (including at least four courses on the 300 - 400 level), a tentative plan for the project culminating this program, and the name of a faculty member within or outside the council willing to advise the culminating project.

## **INTERDISCIPLINARY STUDIES**

Interdisciplinary study takes many forms in the Guilford curriculum. There is one academic major, humanistic studies, which draws its courses from several departments. The regular curriculum includes intercultural studies, taught in several disciplines, and the required course Being Human in the Twentieth Century.

There are also many opportunities to earn elective credit in courses that take an interdisciplinary approach, such as those courses numbered 450. These courses are offered in many departments as student interest warrants or upon the desire of the department to make them available.

While many departmental offerings are interdisciplinary in nature, the following courses are offered outside the academic departments and are the responsibility of individual professors and the Academic Dean.

**101 Being Human in the Twentieth Century. 4.**

An interdisciplinary course required of all freshmen, taught by a team of twelve professors from different departments of the college. The course includes small discussion groups in which students share the experiences and opinions of others. The goals of the course are to stimulate the student's interest in and concern for humanity, to give direction and meaning to his future studies by acquainting him with a wide variety of viewpoints of human existence, to involve him as an active participant in his own education, and to provide a common experience for all freshmen.

**401 Being Human in the Twentieth Century. 4.**

A series of interdisciplinary courses, one of which is required of all students during their last three semesters. The courses are intended to provide a capstone experience in which students draw from their previous college work in exploring contemporary issues from many different viewpoints and

disciplines. As with the freshman course, the emphasis is reflected by the title. Topics around which these courses might center include Science and Religion, Man and Nature, and Freedom and the Control of Human Behavior.

Selected students serve as teaching assistants in the BHTC courses, receiving 0-4 hours of credit. They are graded on a pass-fail basis.

**301 Comparative Arts I.4.** The nuclear materials of painting, literature, and music; their effect on the modes of existence of the various arts and on complete art works; the validity of analogies between the arts. Approved as fulfilling the creative arts requirement.

**302 Comparative Arts II.4.** The problem of order and spontaneity in art; the relation of artistic perception to political and philosophical systems as exemplified in the shift from neoclassicism to romanticism in Western Europe. Prerequisite: Comparative Arts 301 or instructor's approval.

## MATHEMATICS

**Professor Boyd, Chairman**

**Assistant Professors Gordh, Morell Manduley,  
E. Parker, Reynolds, and Walker**

The purpose of the courses offered in the Department of Mathematics is to prepare the student majoring in mathematics to enter graduate school, teach mathematics in the secondary school, enter business or industry as an applied mathematician, or to promote

a feeling for and an interest in mathematics for its own sake.

Except for those students in Curriculum II, a major in mathematics consists of eight courses (32 credits). Mathematics 121, 122, and 211 are required together with five selected from those numbered above Mathematics 211. A thesis or, at the discretion of the department, an oral or written comprehensive examination is required during the second semester of the senior year.

To obtain an elementary school certificate at the kindergarten-third grade level, Mathematics 103 is required; and for the fourth-ninth grade level, Mathematics 103-104 are required. To obtain a high school certificate to teach mathematics, Mathematics 311-312 and 321-322 are required. To obtain a teaching certificate in any area other than these, the student is required to take one course in mathematics; this requirement may be met with Mathematics 105, 115, or 121.

Computer facilities are available for faculty and institutional research in King Hall at Guilford College and at Bennett College.

**103- Mathematics for Elementary School Teachers.**

**104 4,4.** Introduction of the real number system and basic concepts of algebra and informal geometry.

**105 Finite Mathematics. 4.** Introduction to logic, set theory, permutations, combinations, and probability. Acceptable for non-laboratory science requirement.

**115 Elementary Functions. 4.** An elementary analysis of algebraic, exponential, and trigonometric functions, especially designed for students planning to take calculus but not having the necessary prerequisites. Acceptable for non-laboratory science requirement.

**121- Calculus I, II. 4,4.** Analytic geometry, functions, limits, derivatives, antiderivatives, integration, and transcendental functions. Acceptable for non-laboratory science requirement.

**211 Calculus III. 4.** Series, partial differentiation, multiple integration, and vector analysis. Acceptable for non-laboratory science requirement.

**212 Mathematics for the Physical Sciences (Physics 212). 4.** Those topics of mathematics which are especially useful to students in the physical sciences. Vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 211.

**221- Foundations of Mathematics. 4,4.** An axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Acceptable for non-laboratory science requirement.

**231 Theory of Numbers. 4.** A study of the properties of integers: divisibility, congruences, primes residues, and Diophantine equations.

**311- Survey of Geometry. 4,4.** An introduction to modern geometry, with emphasis on non-Euclidean geometries.

- 321- Abstract Algebra. 4,4.** Introduction to the following topics: groups, rings, integral domains, fields, vectors, matrices, determinants, and linear transformations.
- 331 Digital Computers. 4.** Components of computers, areas of application, programming, and problem solving.
- 332 Numerical Analysis. 4.** Roots of polynomials, methods of least squares, polynomial approximation, systems of linear equations, and numerical solutions of ordinary differential equations. Prerequisite: Mathematics 122.
- 341- Statistics and Probability. 4,4.** Fundamentals to the analysis and interpretation of statistical data. Prerequisite: Mathematics 122.
- 401 Advanced Mathematical Methods (Physics 401). 4.** Designed to follow Mathematics 212 (Physics 212). Advanced vector analysis and curvilinear coordinates, tensors, matrices, and determinants; functions of a complex variable, partial differential equations, and theory of ordinary differential equations; special functions (Bessel, Lagendre, Laguerre, Hermite, Chebyshev, gamma, and beta functions); calculus of variations, probability, and statistics. Prerequisite: Mathematics 212 (Physics 212).
- 411- Analysis. 4,4.** A rigorous study of functions, limits, sequences, differentiation, and integration.
- 431- Operations Research. 4,4.** Probability, sampling, inventories, waiting lines, competitive strategies, linear programming, and dynamic programming.

**MATHEMATICS SEMINARS:** each of the following seminars may be repeated for credit with the approval of the department provided the content is different. Offered either semester upon sufficient demand.

**461 Seminar in Algebra. 1-4.**

**462 Seminar in Analysis. 1-4.**

**463 Seminar in Geometry. 1-4.**

**464 Seminar in Topology. 1-4.**

**465 Seminar in Applied Mathematics. 1 - 4.**

## MUSIC

### Professor Lowe, Director of Music Program

The Bachelor of Music degree and the Bachelor of Music Education degree are offered cooperatively with Greensboro College through the Greensboro Regional Consortium. The student enrolling in the music program at Guilford College is expected to fulfill all the degree requirements established by Greensboro College and also the core curriculum requirements for Guilford College. Instruction is offered at Greensboro College in theory, musicology, church music, music education, organ, piano, strings, harpsichord, voice, woodwinds, brasses, instrumental ensembles, and choir.

Since the Department of Music at Greensboro College is a member of the National Association of Schools of Music, its



requirements for entrance and graduation are in accordance with the published regulations of the National Association of Schools of Music.

A choral program is offered on the Guilford campus. Participation in the Guilford College Choir is designed to add to the total enrichment of student life. The music major will fulfill his choir requirement in the Guilford choir, although he may also participate in the Greensboro College choir, if he so desires.

Practice rooms and instruments are available on the Guilford campus. The director of the music program at Guilford assists Guilford music majors in working out their programs at Greensboro College, and the college provides transportation for majors to the Greensboro College Campus.

**111 Music Literature. 4.** Music Appreciation. An introductory course in music designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Approved as fulfilling the creative arts requirement.

**112 Music for Classroom Teachers. 4.** Designed to aid classroom teachers in providing music experiences for children with emphasis on listening, singing, playing informal instruments, moving to music, and reading readiness.

**114 Guilford College Choir. 1.** The college choir,

on its annual tour, serves as an ambassador of goodwill for Guilford College. The activities of the choir are designed for community enrichment, the high point of the season being the annual Christmas concert. Numerous other public performances are presented by the choir. Membership in the Guilford College Choir is open to all students genuinely interested and willing to work hard. Choir scholarships are available to students meeting specified criteria. Information regarding these scholarships can be obtained from the director of the music program. Members of the choir have an opportunity to perform with additional small choral ensembles such as the Chamber Singers and the Madrigal Singers.

**450 Special Topics. 4.** Courses of special interest such as Introduction to Contemporary Music or Jazz and Its Relation to the Black Experience are offered when appropriate.

**460 Independent Study. 4.** Independent research or directed study.

### **The Instrument Ensemble**

Qualified students who express an interest in ensemble work may participate in instrumental ensembles (1 credit) at Greensboro College.

### **Music Fees**

Guilford College music majors pay an additional \$200 per semester or \$400 per year for up to three half-hour private lessons per week at Greensboro College without extra charge. Non-music majors registered for private lessons in applied music at Greensboro College pay \$225

per year for two half-hour lessons per week, and \$125 per year for one half-hour lesson per week. Fees are also charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
six hours per week	\$20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	20.00
Rental of Orchestral Instruments	20.00

## OFF-CAMPUS PROGRAMS

Guilford students may enrich their learning experience with the wide variety of off-campus programs available.

**Off-Campus Seminars. 1.** A series of one-week seminars in New York City, Philadelphia, and Washington, D.C., are designed to expose students to contemporary issues in society. These are planned for courses in religion, education, political science, art, drama, biology, and history, as well as the course, Being Human in the Twentieth Century. Elective credit.

**Seminar in Marine Biology. 1.** Methods of marine biology; problems of collection, preservation, and identification of marine specimens. One meeting each week and a ten-day field trip to a marine biology station.

**Seminars Abroad. 4.** A 65-day study-tour

of twelve European countries, including fourteen major cities.

**Summer School in London. 8.** A six-week summer term in London taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) usually in social science and either drama or literature.

**Summer School in Paris. 8.** A six-week summer term in Paris taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in French language and culture.

**Summer School in Greece. 8.** A six-week summer term in Athens taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in classical literature and culture.

**Summer School in Latin America. 8.** A six-week summer term in Latin America taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in Spanish conversation and Latin American economics.

## PHILOSOPHY

**Professor Kent, Chairman**

**Professors C. Feagins and Hobbs**

**Associate Professors Beidler and Millholland**

**Instructor J. Cooley**

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole, and particular concerns arising out of his confrontation with society. Insofar as this may be accomplished through a relatively thorough study of what others have thought, students should come to have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection as he attempts to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative solutions.

The courses of study in this department are offered to students of three general types: those interested in gaining a broad yet integrated appreciation and understanding of human culture; those wishing to explore the rational foundations of particular subjects of special interest to them—most importantly, perhaps their major subject (e.g., the sciences, religion, education, languages, the arts); and those wishing to major in philosophy, whether or not planning to pursue graduate work in the field.

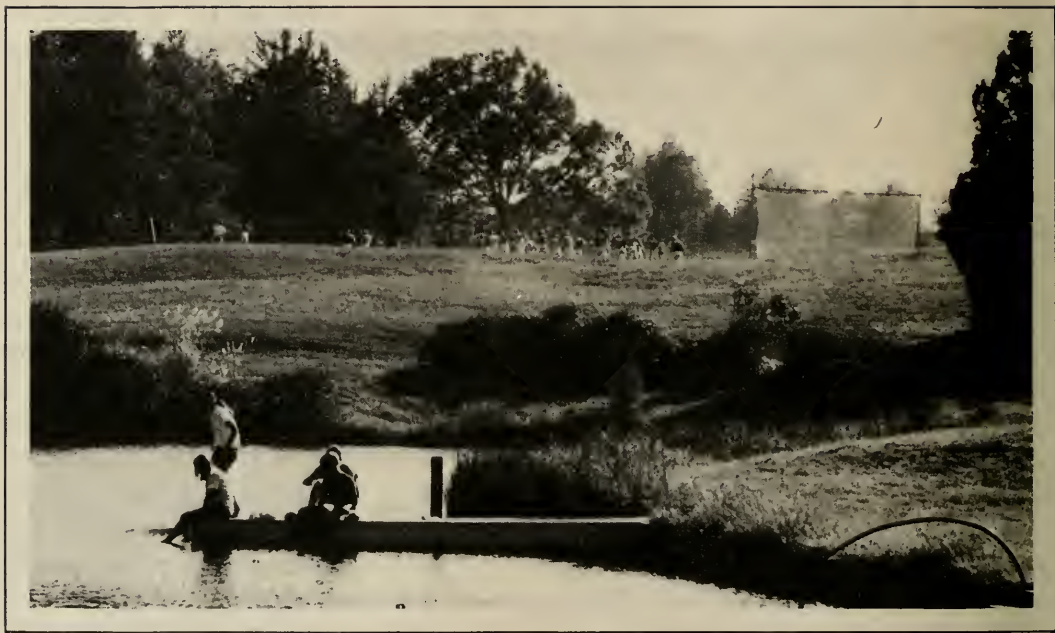
A major in philosophy consists of eight courses (32 credits) and normally includes the following courses: 190, 292, 301, 302, 361, and 362. The other courses may be chosen from any of the remaining courses offered by the department with the exception of Philosophy 226 which does not give credit toward a major.

**190 Introductory Logic. 4.** The rational foundations of clear discourse and valid inference; their application to communication and reasoning in everyday life and the sciences; transition from classical Aristotelian logic to modern symbolic logic; elementary modern logic. Does not satisfy the one-course requirement in philosophy.

**200 Introduction to Philosophy. 4.** Major philosophical problems, methods, and positions, as set forth in selected works by such philosophical thinkers as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre. Approved to fulfill humanities requirement.

**211 Ethics. 4.** Chief theories of the nature and principles of moral living, with regard both to the ends sought by man and the obligations claiming his commitment and performance. Approved to fulfill humanities requirement.

**221 Philosophy of Religion. 4.** The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. Approved to fulfill humanities requirement.





- 226 Philosophy of Pacifism and Conscientious Objection. 4.** The several forms of pacifism and of conscientious objection to war: their rational foundations and implications; philosophical problems raised by them. Does not count toward a major in philosophy and does not satisfy the one-course requirement in philosophy.
- 292 Intermediate Logic. 4.** Logic as a formal deductive system; its methods, foundations, philosophical implications, and practical applications, including such topics as natural deduction, normal forms, and axiomatics. Prerequisite: Philosophy 190 or departmental approval.
- 301 Ancient and Medieval Western Philosophy. 4.** The historical development of philosophical thought in Western civilization in terms of the main periods and chief thinkers, beginning with ancient Greek philosophy and continuing through medieval scholasticism. Approved to fulfill humanities requirement.
- 302 Modern and Recent Western Philosophy. 4.** The historical development of philosophical thought in Western civilization in terms of main periods and chief thinkers, beginning with late medieval thought and continuing through early twentieth-century thought. Approved to fulfill humanities requirement.
- 336 Philosophy of Art. 4.** The character of aesthetic experience, the nature of the aesthetic object, the differentia of the arts, the nature of aesthetic creativity, the problems of standards of taste, and the relation of the artist to the community.
- 361 Contemporary Western Philosophy: Analytic Philosophy. 4.** The main developments in twentieth-century Anglo-American analytic philosophy.
- 362 Contemporary Western Philosophy: Phenomenology and Existentialism. 4.** The main developments in twentieth-century European and American phenomenological and existential philosophy, with special attention given to such problems as authentic being and modern nihilism.
- 391 Philosophy of Science. 4.** Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge.
- 395 Eastern Philosophy: India. 4.** The chief varieties and major developments of philosophy in India. Approved to fulfill humanities requirement or non-Western requirement.
- 396 Eastern Philosophy: China and Japan. 4.** The chief varieties and major developments of philosophy in China and Japan. Approved to fulfill humanities requirement or non-Western requirement.
- 450 Special Topics in Philosophy. 4.** Content determined by the needs and interests of students and staff: intensive study of a single major philosopher; or intensive study of one

major trend or movement in either a given area or a given school of thought; or intensive study of a specific problem. Prerequisite: departmental approval. Counts toward a major in philosophy once only; may be taken more than once as an elective.

- 460 Independent Study.** Individual formulation and completion of a significant program of study in the field of philosophy.
- 470 Senior Thesis.** Individual study culminating in a thesis of superior quality.
- 490 Departmental Honors.** Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner.

## PHYSICAL EDUCATION

**Professor Appenzeller, Chairman**  
**Associate Professor Maynard**  
**Assistant Professors Clark, Jensen and Steele**  
**Instructors Haglan and Forbes**

The major in physical education provides training for students interested in the fields of health, physical education, recreation, and coaching. Eight courses (32 credits) are required for the major, including 117, 225, 227, 334, 335, 336, and 445. As related field courses, physical education majors must take Biology 114 and 115 in the sophomore year and Biology 441 and 442 in the junior year. Physical education majors seeking North Carolina teaching certification must also take Education 221 and 400;

Psychology 224 and 331; Physical Education 384; and one course in mathematics.

The department conducts a program of activity courses for which a student may receive 1 elective credit per semester, up to a total of 4 academic credits toward his degree. These courses consist of conditioning activities, varied team and individual sports, and special corrective instruction adapted to individual students with physical handicaps. In addition, opportunities in the following areas are offered: golf, tennis, snow skiing, horseback riding, swimming (recreational and water safety instructors course), judo, cycling, modern dance, gymnastics, handball, yoga, mime, bowling, folk dancing, jogging and weight training, and ice skating.

An intramural sports program is open to all students.

- 117 Health, Safety Education, and First Aid. 4.** A study of health as related to the whole body; a practical application in safety education and first aid.
- 225 Principles, Organization, and Administration of Health and Physical Education. 4.** A general introductory course; orientation of health, recreation, and physical education. Problems and procedures in health and physical education and the administration of an interscholastic athletic program.
- 227 Rhythms, Dance, Recreation Games, and Individual Physical Skills. 4.** Methods and

materials in rhythms, dance, recreational games, tumbling, gymnastics, aquatics, and low group games. This course will require more meetings per week because of practical skills to be learned.

**334 Individual and Team Sports. 4.** Methods and materials in tennis, badminton, archery, golf, weight training, and wrestling. Methods and materials in touch football, volleyball, basketball, softball, baseball, speedball, track and field, soccer, and low group sports. This course will require more meetings per week because of practical skills to be learned.

**335 Adaptive Physical Education. 4.** The physically atypical child; development of programs of activities for his physical, social, and psychological development.

**336 Evaluation and Measurements. 4.** Tests for measuring various phases of a health and physical education program.

**345 Health and Physical Education for the Elementary School (Education 345). 4.** Concepts of health and physical education, scope of the program, age level characteristics, application of the principles of health and physical education; introduction to practice of teaching techniques, administering activities, and practical school experiences.

**384 Methods in Health and Physical Education. 4.** Methods and materials for students in the field of health and physical education; fundamentals of teaching in the public schools. Offered the second semester on the block system. Must be taken during the first half of the semester.

**443 Officiating and Specialized Team Sports. 4.** Concepts of officiating various types of activities and special coaching techniques in team sports such as football, basketball, and baseball. An elective course for senior majors.

**445 Kinesiology and Athletic Injuries. 4.** Body mechanics; structure and function of the human muscular system especially related to sports and activities. A practical study of athletic injuries; care, prevention, and training room techniques.

**460 Independent Study.**

## PHYSICS

**Associate Professor Adelberger, Chairman**  
**Instructor Simon**

The program in theoretical and experimental physics provides a sound preparation for graduate school, or for immediate employment in government, industry, or teaching. There are three types of introductory courses offered: (1) Physics 101 is available for a nonscience major in order to fulfill the college's requirement of one semester of science. (2) Physics 121-122 is a calculus-based physics course for science and mathematics majors. Physics majors especially should begin with this course in their freshman year, if possible, concurrently with calculus. (3) Physics 111-112 is for science majors who do not take calculus. It is a middle-ground offering between the other two in terms of mathematical level.



Eight courses (32 credits) are required for a major in physics; these normally would be Physics 201, 222, 301, 302, 311, and 322 in addition to the appropriate 100-level courses. It is recommended that majors planning to go to graduate school in physics also take Physics 411, 450, and 470. The related-field requirement consists of Physics 212 and 401 (Mathematics 212 and 401) in addition to calculus. Physics 212 (Mathematics 212) should be taken as early as possible, normally in the sophomore year.

**101 Physics for Nonscientists. 4.** An introductory course for students of limited mathematical background who are not majoring in a science. Emphasis is on fundamental concepts and principles of physics, modern as well as classical, rather than on detailed facts and calculations. The power and limitations of physics, its relevance, and its role in today's society and environment are also considered. Some experimental work in the laboratory is provided.

**111 General Physics I. 4.** A study of the fundamental principles and theories of physics, including some of the properties of matter and the physical world. Most of the usual subfields of classical physics are covered in this semester: mechanics, heat, sound, electricity and magnetism, and light. Semiquantitative approach, including problem-solving and laboratory experiments. Prerequisite: knowledge of basic algebra and trigonometry (e.g., Mathematics 115). Approved to fulfill laboratory science requirement.

**112 General Physics II. 4.** A continuation of Physics 111. The subfields of classical physics not covered in the first semester are studied first. Then modern physics is studied, including such topics as atomic and nuclear physics, statistical phenomena, quantum theory, relativity, and cosmology. Approved to fulfill laboratory science requirement.

**121 Introductory Classical Physics. 4.** An introduction to the study of Newtonian and relativistic mechanics, energy, dynamical systems, periodic motion, heat and thermal energy, and sound. Mathematics 121 is a prerequisite or may be taken concurrently. Approved to fulfill laboratory science requirement.

**122 Introductory Modern Physics. 4.** An introduction to the study of magnetism, electricity, optics, and atomic and nuclear physics. This course is a continuation of Physics 121. Approved to fulfill laboratory science requirement.

**201 Optics. 4.** Studies in geometrical optics, wave theory, interference, diffraction, and polarization. Elementary principles of quantum and nonlinear optics. Optical techniques developed through laboratory studies.

**212 Mathematics for the Physical Sciences (Mathematics 212). 4.** Those topics of mathematics which are especially useful to students in the physical sciences. Vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 211.



- 222 Theoretical Physics: Mechanics. 4.** Statics of a rigid body; dynamics of a particle; harmonic oscillations; central-force-field motion; special relativity; analytical dynamics of Lagrange and Hamilton.
- 301 Theoretical Physics: Electricity and Magnetism. 4.** Principles of direct current and alternating current theory and circuits; electric and magnetic fields; inductance and capacitance; magnetic materials; development of Maxwell's equations.
- 302 Electrical Measurements and Electronics. 4.** Measurements involving calibration, capacitance, resistance, inductance, and dielectric constants. Characteristics of vacuum tubes, semiconductors, diodes, and transistors. Measurements involving amplifier circuits, oscillator circuits, counting circuits and gating and logic circuits. Prerequisite: Physics 301.
- 311 Thermal and Statistical Physics. 4.** A study of thermodynamics and statistical mechanics and their application to the understanding of thermal properties of matter. Topics covered include: heat and the temperature concept, equations of state, the first and second laws of thermodynamics, entropy, phase transitions, kinetic theory of gases, classical and quantum statistics, low- and high-temperature physics.
- 322 Atomic and Nuclear Physics. 4.** Properties of atoms, nuclei, and elementary particles. Introduction to the theory of atomic and nuclear structure beginning with the work of Thomson and Rutherford and the Bohr model of the hydrogen atom, and ending with present-day models of the nucleus. Included are such topics as atomic interactions with radiation, photon mechanics, relativity, nuclear radioactivity, neutron physics. Prerequisites: Physics 301 and preceding courses.
- 401 Advanced Mathematical Methods (Mathematics 401). 4.** Designed to follow Physics 212 (Mathematics 212). Advanced vector analysis and curvilinear coordinates, tensors, matrices and determinants, functions of a complex variable, partial differential equations and theory of ordinary differential equations, special functions (Bessel, Legendre, Laguerre, Hermite, Chebyshev, gamma, and beta functions), calculus of variations, probability, and statistics. Prerequisite: Physics 212 (Mathematics 212).
- 411 Quantum Mechanics. 4.** An introduction to modern quantum theory, beginning with de Broglie's wave-particle duality, the Davisson-Germer experiment, and Heisenberg's uncertainty principle. The principal formulations of quantum mechanics are treated: Heisenberg's matrix mechanics and equation of motion, Schrodinger's wave mechanics and equation, and Dirac's modern theory and Dirac notation. Schrodinger's equation is solved for the following potentials: steps, square well, linear harmonic oscillator, and central force (hydrogen atom). Electron spin and Pauli's exclusion principle are presented. Applications are made to atomic, nuclear, and solid-state physics, developing further the work begun in Physics 322. Corequisite: Physics 401.
- 450 Special Topics in Advanced Physics. 4.** Extension of the general theories of physics given in the intermediate-level courses to a level suitable for beginning graduate work, if

this has not already been accomplished in those courses. It is expected that most of the time will be spent on topics of current interest in physics today, such as lasers, quantum electronics, nonlinear optics, solid-state physics, superconductivity, superfluidity, plasmas, relativity, pulsars, quasars, etc. Topic selection will depend upon student and faculty interests.

#### **460 Independent Study.**

**470 Research and Thesis.** Although enrollment herein is normally during a student's final semester, it is expected that a student begin working on various research projects during the intermediate years, this culminating, under the guidance of his adviser, in a well-defined research project his senior year and the writing of a thesis on this work. The thesis is to be in the standard form of technical papers in physics as currently set forth in the American Institute of Physics Style Manual.

## **POLITICAL SCIENCE**

**Professor Carroll, Chairman**

**Professor Burris**

**Assistant Professors Fike and Sebo**

Political science is the study of government and politics, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society. The program in political science is an integral part of the liberal arts program of the college and is designed to contribute to the student's understanding of the political behavior of man in his cultural, his-

torical, and ideological setting. Requirements for a major in political science are sufficiently flexible to allow students to prepare themselves for graduate study in political science or in one of the other social sciences.

Eight courses (32 credits) are required for a major in the department, including Political Science 101, 102, 201, and 203. Students preparing to enter graduate school must also complete Political Science 470 with a program of independent study culminating in a senior thesis. Able students who are not planning to pursue graduate studies are encouraged to participate in this program but are not required to do so.

All majors (except those studying under Curriculum II) must take 16 credits of related field courses. Normally, these courses must be taken in the following fields: history, economics, psychology, sociology, philosophy, English, religion, and languages. With the approval of the major adviser, related field courses may be taken in other departments. Majors seeking teacher certification in social studies will need to consult with the faculty of the Department of Education. Normally, either Political Science 101, 102, 201, or 203 is prerequisite for all other courses in the department with the exception of those courses in the intercultural studies program. Any course in the department, however, may be taken without prerequisite with the approval of the

instructor and the department chairman.

Students with a 2.5 average in the major may apply for admission to a departmental honors program. Departmental honors will be awarded to students admitted to the program who achieve a grade of at least B in Political Science 490, evaluated in part by an oral examination conducted by three members of the faculty and a visiting examiner, and who achieve a 2.5 average in the major. Students earning less than B in Political Science 490 will not be awarded departmental honors but will earn or fail to earn credit for the course in accordance with the college and departmental regulations that apply to other political science courses.

Political Science 101, 102, 201, 203, and 223 are approved as fulfilling the social science requirement.

**101 The American Political System. 4.** The policy-making process in the United States; political culture, political ideologies, structure and function of both official and unofficial political institutions.

**102 Political Systems of Western Europe. 4.** A comparative analysis of the political systems of Great Britain, France, West Germany, and the Soviet Union; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations.

**201 Introduction to International Politics. 4.** Major theoretical approaches to the study of the modern international system, with special

attention to significant contemporary problems.

**202 Politics of State and Local Government. 4.** Government and politics in the American states; the federal system, the function of political parties and interest groups, the legislature, the executive, and the judiciary.

**203 Introduction to the Classics of Political Thought. 4.** Critical analysis of some great works which reflect the fundamental themes and assumptions of Western political thought.

**223 Law and Society (Economics 223). 4.** An introduction to social jurisprudence; the fundamental principles of law in our judicial system; legal rights, wrongs, and remedies; contemporary legal issues; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines.

**311 Comparative Political Parties and Interest Groups. 4.** Party systems and interest groups in political systems; their function in the policy-making process of the Western democracies; the process of political modernization in the developing nations.

**321 Asian Political Systems: South and South-east Asia. 4.** The structure of government and the dynamics of politics in the countries of south and Southeast Asia (from Pakistan and India to the Philippines); the impact of colonial policies, nationalist movements, questions of political development and stability. Approved to fulfill the non-Western requirement.

**322 Asian Political Systems: East Asia. 4.** The



structure of government and the dynamics of politics in the countries of east Asia (with an emphasis on China and Japan): nationalist movements, ideologies, and the questions of political development and stability. Approved to fulfill the non-Western requirement.

**335 Constitutional Law in the Political Process I. 4.**

The role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.

**336 Constitutional Law in the Political Process II. 4.**

The role of courts and judges in the policy-making process with emphasis on the rights protected against the national and state governments.

**338 Seminar in International Politics. 4.** International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Prerequisite: Political Science 201 or permission of instructor.

**430 Seminar in Comparative Politics. 4.** Focus on a particular aspect of comparative politics with an emphasis on contemporary theory. The processes of nation-building and political modernization; the legitimacy and stability of political systems; cultural traditions, economic problems, political patterns, and governmental institutions. Prerequisite: Political Science 102 or permission of instructor.

**442 Seminar in Comparative Foreign Policies. 4.** Foreign policy decision-making in major nations, with particular attention to institu-

tions and processes; the foreign policies of developing nation-states.

**443 Political Thought: Ancient and Medieval. 4.**

Major developments in political thought from Plato to the end of the Middle Ages; the classics as a foundation of modern political analysis.

**444 Political Thought: Modern. 4.**

Leading political thinkers from the Reformation to the present; the relationship of their ideas to the politics of the times and to modern political analysis. A reading course for majors offered on demand.

**450 Special Topics. 4.**

Exploration of an area or a particular problem of interest to students and faculty in political science but not included in regular departmental offerings.

**460 Independent Study.**

**470 Senior Thesis.**

**490 Departmental Honors.**

## PSYCHOLOGY

**Professor Norton**

**Assistant Professor Zweigenhaft**

**Instructor Williams**

The program in psychology emphasizes the contribution psychology can make to a liberal education through stimulating intellectual development, personal growth and adjustment, respect for others, and the feeling of social responsibility. The curriculum in psychology is designed to familiarize the



student with current methods and theories in such fundamental areas of investigation as motivation, perception, learning, personality, and social interaction. The student comes to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to avoid the simple explanation and recognize the role of multiple causation in the determination of human behavior. The student will be helped to see personality as the continuous development, organization, and readjustment of a biosocial organism in a physical universe with which it must come to terms. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity, decreased emotionality, and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits), including 200, 241, 301, and five additional courses selected according to a plan worked out with the major adviser. A list of alternative plans and detailed course sequences for pursuing a major in psychology may be obtained from the ad-

viser or any departmental staff member.

Special programs, in conjunction with Greensboro College, are offered in teaching emotionally disturbed or mentally handicapped children. A program in early childhood education, leading to certification in elementary education with a major in psychology, is also available. Students in the Urban Center's administration of justice program may also specialize in psychology.

For students interested in clinical or other applications of psychology, field experiences will be arranged. Should the student wish to undertake original research, the department will offer assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

**200 General Psychology. 4.** An introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing, and behavior disorders. Approved to fulfill social science requirement.

**224 Child and Adolescent (Developmental) Psychology. 4.** The psychological aspects of human growth and development from birth through adolescence, with emphasis on emerging capacities and expanding behavior. Approved to fulfill social science requirement.



- 232 Personality and Adjustment. 4.** The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality, and mental health. Approved to fulfill social science requirement.
- 241 Introductory Statistics (Biology 241). 4.** Application of methods for collecting and handling behavioral science and educational data, and for making inferences from such data.
- 301 Experimental Psychology. 4.** A laboratory course in designing, conducting, and reporting experiments in perception and learning; study of contemporary research on pain, hypnosis, and social stimuli. Prerequisite: Psychology 200, 241.
- 302 Learning and Behavior Modification. 4.** A laboratory course in the theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotionality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200, 241.
- 331 Educational Psychology. 4.** The application of research on human learning, motivation, social interaction, and individual differences to teaching/learning problems in the elementary and secondary school classroom.
- 332 Industrial and Organizational Psychology. 4.** Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations.
- 336 The Exceptional Child. 4.** The psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, the intellectually superior, the physically handicapped, and the emotionally disturbed; observation of exceptional children in specialized educational settings.
- 337 Emotional Disturbances in Childhood. 4.** Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors, and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and on treatment procedures. Prerequisite: Psychology 224 or 232.
- 340 Psychobiology (Biology 340). 4.** Study of the nervous system in relation to behavior, with special emphasis on neural bases of emotion, motivation, perception, learning, memory, and consciousness; laboratory involves small animal surgery to investigate brain-behavior relationships.
- 347 Social Psychology. 4.** Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 232 or consent of instructor.
- 441 Theories of Personality. 4.** The major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Prerequisite: Psychology 232.
- 442 Abnormal Psychology. 4.** Abnormal behavior studied in the context of modern life;





genetics, socio-cultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

**444 Psychological and Educational Testing. 4.**

The construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales.

**445 History and Contemporary Issues. 4.** Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five units (20 credits) in psychology including 301. Nonmajors admitted by departmental approval.

**450 Special Topics. 4.** Subjects of special interest such as psychology of crime and criminal behavior, group counseling, interviewing techniques, behavior genetics, biofeedback, and computers in the behavioral sciences.

**451 Advanced General Psychology. 4.** A survey of contemporary developments in psychology at an advanced level. Prerequisite: senior standing and five units (20 credits) in psychology including 301.

**460 Research Problems.** Intensive reading and/or independent research on a topic of interest to the student. By departmental approval.

**470 Senior Thesis.**

**490 Departmental Honors.** Independent or directed study in a specialized area; oral

examination by three faculty members and a visiting examiner. Credit to be determined.

## RELIGION

**Associate Professor Stoneburner, Chairman**  
**Professor J. F. Moore**

**Assistant Professors M. Keiser and Pipkin**

The religion department at Guilford has a twofold purpose. First, it aims to develop an ability in each student to cope fruitfully with fundamental human problems, both personal and social, from within his own religious perspective enriched by the world-wide heritage of religious experience and reflection. Second, it aims to develop in those students interested in majoring in religion a competence in handling the basic problems of religion as an intellectual discipline. The offerings of the Department of Religion focus on significant religious issues and concerns, both historical and contemporary, and on the intersection between religion and other dimensions of culture.

The student who is fulfilling his religion requirement is welcome to take any of the courses offered by the department (although in particular instances he may need to obtain the permission of the instructor). If he wishes to obtain a broad introduction to religion in its historical development or in its contemporary setting, we would especially call his attention to

Religion 200 or 201. The other courses are planned for those who wish to pursue a more narrowly defined problem or subject.

A major must take a minimum of eight courses (32 credits) in religion. In general, he will be expected to take the following courses: 202, 215, 216, 232, 310, and 337. He also will take two of the following: 222, 421, and 422. Alternatives to these requirements may be worked out in consultation with the department, so that each student's program may be designed for his or her own specific vocational or academic goal. Those students who are anticipating some form of ministry within the Society of Friends are strongly encouraged to take the course in Quakerism.

**200 Orienting in the Contemporary Religious Situation. 4.** Introduction to a variety of major current religious issues, such as the religious dimensions of the self, the relationship of religion to society and to science, and the nature of religious knowing and language. Emphasis will be placed on the student's own quest for meaning and in helping him to bring his own position into sharper focus. Approved to fulfill humanities requirement.

**201 The Judaeo-Christian Tradition. 4.** Consideration of the Biblical roots of this tradition and the development of Judaism, Catholicism, and Protestantism; discussion of basic religious problems. Approved to fulfill humanities requirement.

**202 Non-Western Religions. 4.** Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. Approved to fulfill humanities or non-Western requirement.

**210 Quakerism. 4.** History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. Approved to fulfill humanities requirement.

**215 Old Testament. 4.** Introduction to the history, literature, and religious thought of the Old Testament. Approved to fulfill humanities requirement.

**216 New Testament. 4.** Introduction to the history, literature, and religious thought of the New Testament.

**222 Contemporary Theology. 4.** The contemporary Christian theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generation, such as Barth, Bultmann, Tillich, the Niebuhrs, Moltmann, Cox, Cobb, Rahner, Kung, and Dunne. Approved to fulfill humanities requirement.

**232 Christian Ethics. 4.** Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community.

**302 Religion in Literature. 4.** An intercultural examination of the emergence and development of religious ideas and practices as found in a variety of creative literary works, past and present.

**310 Religion: An Interdisciplinary Perspective. 4.** Explorations in problems lying on the boundaries between religion and the natural sciences, social sciences, and humanities; may be taught jointly with faculty from these other disciplines. Examples are: evolution and the quest for meaning, secularization of the eschaton, religion and the arts, religion and psychology. Approved to fulfill humanities requirement.

**337 History of Christianity. 4.** The development of Christianity from its beginnings to the end of the nineteenth century through a consideration of major thinkers, events, and institutions.

**421 Contemporary Images of Man. 4.** An inquiry into the nature and destiny of man as viewed by a number of significant "religious" and "secular" thinkers, such as Keen, Camus, Pieper, Skinner, Kazantzakis, Niebuhr, Marcuse, Silone, and Heschel. Some of the issues to be considered are: finitude, freedom, play, imagination, death, technology, and secularization.

**422 Contemporary Religious Problems. 4.** Exploration of one major problem, such as the nature of religion, of religious language, of religious knowing, or of God in the light of such thinkers as Merleau-Ponty, Wittgenstein, Polanyi, Marcel, Tillich, Eliade, Bellah, and Berger.

**440 Seminar in Historical Studies. 4.** A consideration of the influence of one or several formative thinkers on religion (e.g., Augustine, Luther, Kierkegaard); or of the religious situation within one cultural period (e.g., the

Enlightenment); or of the religious history of a particular country (e.g., America); or a specific historical theme (e.g., religious utopianism). Approved to fulfill humanities requirement.

**445 Seminar in Biblical Studies. 4.** Intensive consideration of such topics as the Prophets, the quest for the historical Jesus, the theology of Paul, apocalypticism, or the Johannine writings. Approved to fulfill humanities requirement.

**450 Special Topics. 4.** Intensive study of a problem or area of interest to students and a member of the religion department faculty that is not included in the regular departmental offerings. Approved to fulfill humanities requirement.

**460 Independent Study.** Individual formulation and completion of a significant program of study in the field of religion.

**470 Senior Thesis.** Individual study culminating in a thesis.

## **SOCIOLOGY AND ANTHROPOLOGY**

**Dana Professor Zopf, Chairman**  
**Associate Professor Gottschall**  
**Instructor White**

Students seeking professional careers in law, religion, government service, politics, teaching, social work, group work, recreation, business, public relations, human relations, labor relations, communications, or personnel work are invited to develop a major or



related field in sociology. A student is not seriously considered as a major, however, until he has completed three courses, including Sociology 200 and 220.

A major in sociology and anthropology requires eight courses (32 credits) including Sociology 200, 220, 339, and 440. Considerable variety in choice of the remainder of the courses in the major and related fields is possible. A substantial proportion of the major courses— usually at least 24 credits— must be taken at Guilford or from colleges in the consortium. Credits accumulated in programs such as that offered by Union College which deals with Appalachia will be reviewed by the department and may be applied to meet graduation requirements. In any event 24 hours of sociology credit must be completed either at Guilford or at one of the consortium colleges. Additional hours taken elsewhere may be applied to the major, to the related field, or to the electives.

Students planning careers or graduate study in social work should include Sociology 224, 233, 265, 335, 336, and 337. In addition to these courses it is strongly recommended that they include Psychology 224, 232, 336, 442, and 444 in the field of concentration. Students intending a career in social work also will have their personal suitability for the profession of social work continually evaluated in addition to the usual academic evaluation.

Special research projects, independent study, and field work with social agencies may be arranged with departmental permission. The department will allow up to three courses (12 credits) on field work, research, and thesis in approved cases. A semester or a summer of study abroad also is encouraged for qualified students.

In addition to specific content listed below, each course will focus to some extent on social processes, especially those that help to create and resolve social problems.

- 200 Principles of Sociology. 4.** The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches to the study of society, the culture concept, social structure, social processes, socialization, and personality structure. Approved to fulfill social science requirement.
- 220 Social Problems. 4.** Content may vary from instructor to instructor, but the course will cover the major problems of contemporary society: family disorganization, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, alienation, racial and ethnic conflict, population problems, and international disorganization. Approved to fulfill social science requirement.
- 221 Sociology of Rural and Developing Areas. 4.** Demography and human ecology of rural areas; social organization and structure, including forms of settlement, land tenure,



size of holdings, systems of agriculture, stratification, and the major social institutions; social processes, including cooperation, competition and conflict, homogenization, mobility, and change; socioeconomic development of emerging nations.

**222 Sociology of Urban Life. 4.** Urban ecology, migration, succession, differentiation, stratification, and social institutions in urban areas; major problems generated by urbanization, including conflict, depersonalization, selective migration and segregation, and the quality of urban life.

**224 Marriage and the Family. 4.** A study of courtship, marriage, and the family; practical problems of dating, engagement, marriage, parenthood, and the family in contemporary society. Approved to fulfill social science requirement.

**233 Criminology. 4.** The nature and causes of crime, analysis of theories and methods of reformation, treatment, and prevention; relationships between criminal behavior and the "normal" society; crime in relation to cultural history; the operation of the court system. Required for the A.A. degree in administration of justice.

**248 Industrial Sociology. 4.** Interpersonal relations in work situations; the sociology of occupations and socioeconomic classes; factories and comparable organizations as social systems; forms of group life, complex organization, and bureaucracy; effects of business and community on each other.

**265 Racial and Ethnic Relations. 4.** Racial and ethnic differences, similarities, and relationships; attitudes about race and ethnicity; the present status of racial and ethnic groups in the United States and throughout the world; dynamics of their changing relations.

**305 Social Structure and Dynamics. 4.** Social differentiation and stratification; social systems; dynamics and processes of change; comparison of structural-functional and conflict emphasis.

**318 Demography. 4.** Theory, determinants, and consequences of population conditions; size and distribution, composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rates of growth.

**335 Introduction to Social Work. 4.** Developmental history and description of the social work profession with emphasis on its goals, methods, fields, and relations, small group helping professions; secondary emphasis involves the development of the student's self-understanding as a beginning professional. Open only with permission of instructor.

**336 Community and Community Organization. 4.** Community and problems of community organization in urban settings; planning, financing, publicizing, organizing, and coordinating public, quasi-public, and private agency services for the community; recent civil rights, poverty, and involvement programs. Prerequisite: Sociology 335.

**337 Field Work. 4.** Supervised and reported experiences in human relations, small group or community organization projects, institutional services, work camps, or field work with social agencies. Open only with departmental approval.

**339 Methods of Research. 4.** An examination of the scientific method: the logic, philosophy, and methods; the distinct limitations and reasonable potential of this method of producing knowledge; science as a controlled yet creative enterprise; the unity of science and humanistic values; science as a social system; introduction to the major research techniques in sociology. Open only to sociology majors by permission of the instructor.

**353 Cultural History of Latin America. 4.** Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; cultural development and the contemporary situation, including resources, social institutions, liabilities, international involvement, and current problems. Approved to fulfill the non-Western requirement.

**354 Cultural History of South Asia. 4.** A study of the major cultural institutions of India, Pakistan, Nepal, and Ceylon in historical perspective. This includes village and urban life, language, literature, art, and political and social structures. Approved to fulfill the non-Western requirement.

**392 Introduction to Anthropology. 4.** The physical development of man from fossil pre-hominids to modern man; the archaeological

past and its relation to the present; the development of cultural man; cultural anthropological concepts; kinship systems, social structure, political structure, social and cultural change; cross-cultural examples. Approved to fulfill the non-Western requirement.

**440 Social Theory. 4.** Basic social theory and nontheoretical thought; early philosophical bases, nineteenth-century thought, and contemporary theory; current state, usefulness, and shortcomings of the existing body of social theory; emphasis upon social and cultural systems, including forms, functions, and processes. Open only to sociology majors by permission of the instructor.

**450 Special Topics Seminar. 4.** Topics selected according to special interests and capabilities of groups of students and instructors; may include particular aspects of cultural and physical anthropology, social work, human relations, social problems, urban planning, the sociology of religion, the sociology of education, demography, political sociology, and others.

**460 Independent Study.**

**470 Senior Thesis.**

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EVA GALBREATH CAMPBELL, B.A., M.A., Ph.D., Professor of Biology, 1924-1961

GEORGE W. COBB, B.A., M.A., Ph.D., Associate Professor of English, 1961-1966

FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D., Craven Professor of Biblical Literature and Religion, 1948-1971

N. ERA LASLEY, B.S., Registrar, 1918-1959

HARVEY A. LJUNG, B.S., M.S., Ph.D., Professor of Chemistry, Dana Professor Emeritus, 1931-1973

CLYDE A. MILNER, B.A., M.A., B.D., Ph.D., LL.D., President of the College and Professor of Philosophy; 1930-1965

ERNESTINE COOKSON MILNER, B.A., B.S., M.A., Professor of Psychology, 1930-1965

ALGIE I. NEWLIN, B.A., M.A., Dr.Sc.Pol. (Geneva), Professor of History and Political Science, 1924-1966

OSCAR M. POLHEMUS, B.A., M.A., S.T.B., Th.D., Associate Professor of Political Science, 1957-1964

E. GARNES PURDOM, B.A., M.S., Ph.D., D.S., Professor of Physics, Dana Professor Emeritus, 1927-1973

DOROTHY G. THORNE, B.A., M.A., Professor of English and Curator of the Quaker Collection, 1926-1954; 1965-1971

EDNA L. WEIS, B.A., B.S., M.A., Assistant Professor of English, 1946-1964

V. JUDSON WYCKOFF, B.A., Ph.D., Professor of Economics, 1964-1968

## **Greensboro College Music Faculty**

HAROLD G. ANDREWS, JR., Professor of Organ and Church Music

B.M., M.M., Oberlin Conservatory of Music; D.M.A., Boston University

FREDERICK H. BEYER, Associate Professor of Music

A.B., Harvard University; M.A., Columbia University; D.M., Florida State University

**\*\*JAMES R. DECKER**, Assistant Professor of Brasses and Woodwinds

B.M. Ed., DePaul University; M.M.Ed., Northwestern University

DAVID L. FOSTER, Assistant Professor of Organ

B.M., Oberlin Conservatory; M.M., Indiana University; Ph.D., Northwestern University

DON W. HANSEN, Professor of Music, Chairman

B.M., M.M., Northwestern University; Eastman School of Music

**\*\*JO PLUM HANSEN**, Assistant Professor of Stringed Instruments

B.M., M.M., Northwestern University

HENRY B. INGRAM, JR., Associate Professor of Piano

B.M., Eastman School of Music, B.M., M.M., Yale University; D.M.A., University of Southern California

GARRETH M. McDONALD, Associate Professor of Music Education

B.M.Ed., University of Nebraska; University of Colorado; M.M., Northwestern University

DAVID C. PINNIX, Associate Professor of Piano

B.M., Oberlin College; M.M., Eastern School of Music; D.M.A., University of Rochester

**\*\*HARRY G. SHIPMAN**, Instructor

A.B., M.E., University of North Carolina at Chapel Hill

**\*\*LINDA WELLONS**, Instructor

B.M., Greensboro College; Converse College; University of North Carolina at Greensboro

ELBERT L. WILLIAMS, Professor of Voice

A.B., Central State College; M.M., Oklahoma University; Juilliard School of Music;  
New York University

ANNE WOODWARD, Assistant Professor of Voice

B.M., Greensboro College; M.A., Teachers College, Columbia University

**\*\*Part-time**

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Jean Stewart, Assistant Director

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Urban Center

Patrick T. Manahan, Admissions Counselor,

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Robert L. Willis, Director of the Summer Program at

The Urban Center

Address all Correspondence to: Guilford College, Greensboro, North Carolina 27410





## COLLEGE CALENDAR 1975-76

Residence halls open for freshmen - 1:00 p.m.  
Registration at Urban Center  
Registration for transfer students not taking tests  
Freshman orientation  
Registration for freshmen  
Residence halls open for upperclassmen - 1:00 p.m.  
Registration for upperclassmen  
Orientation at Urban Center  
Classes begin; late registration fee applicable  
Late payment fee applicable  
Last day to add courses  
Last day to drop courses  
Last classes before Fall Break  
Residence halls closed from 4:00 p.m.  
to 1:00 p.m.  
Classes resume  
Last day to drop a course with grade of WP  
Preregistration for second semester from:  
to:  
Thanksgiving holiday (no classes)  
and:  
Residence halls closed from 4:00 p.m.  
to 1:00 p.m.  
Thursday classes meet  
Friday classes meet  
Last classes  
Exams begin  
Exams end  
Residence halls closed from 4:00 p.m.  
to 1:00 p.m.  
Registration at Urban Center  
Registration on Main Campus  
Students return  
Orientation at Urban Center  
Classes begin; late registration fee applicable  
Late payment fee applicable

Thurs., Aug. 21, 1975  
Thurs., Aug. 21, 1975  
Fri., Aug. 22, 1975  
Fri., Aug. 22, 1975  
Sat., Aug. 23, 1975  
Sun., Aug. 24, 1975  
Mon., Aug. 25, 1975  
Mon., Aug. 25, 1975  
Tues., Aug. 26, 1975  
Wed., Sept. 3, 1975  
Mon., Sept. 8, 1975  
Mon., Sept. 22, 1975  
Fri., Oct. 10, 1975  
Fri., Oct. 10, 1975  
Sun., Oct. 19, 1975  
Mon., Oct. 20, 1975  
Wed., Oct. 22, 1975  
Mon., Nov. 17, 1975  
Wed., Nov. 26, 1975  
Thurs., Nov. 27, 1975  
Fri., Nov. 28, 1975  
Wed., Nov. 26, 1975  
Sun., Nov. 30, 1975  
Wed., Dec. 10, 1975  
Wed., Nov. 26, 1975  
Wed., Dec. 10, 1975  
Thurs., Dec. 11, 1975  
Tues., Dec. 16, 1975  
Tues., Dec. 16, 1975  
Tues., Jan. 13, 1976  
Mon., Jan. 12, 1976  
Wed., Jan. 14, 1976  
Tues., Jan. 13, 1976  
Wed., Jan. 14, 1976  
Thurs., Jan. 15, 1976  
Wed., Jan. 28, 1976

Last day to add courses  
Last day to drop courses  
Last classes before Spring Break  
Residence halls closed from 4:00 p.m.  
to 1:00 p.m.  
Classes resume  
Last day to drop a course with grade of WP  
Preregistration for Fall Semester 1976 from  
to  
Exams begin  
Exams end  
Commencement

Wed., Jan. 28, 1976  
Thurs., Feb. 12, 1976  
Fri., March 5, 1976  
Fri., March 5, 1976  
Sun., March 14, 1976  
Mon., March 15, 1976  
Wed., March 17, 1976  
Mon., April 12, 1976  
Mon., April 19, 1976  
Fri., April 30, 1976  
Wed., May 5, 1976  
Sat., May 8, 1976

# GEOGRAPHICAL LISTING OF STUDENTS, 1974-75

## Alabama

Hain, Ginger	Birmingham
Grace, Elizabeth Anne	Huntsville

## Arizona

Via, William D., Jr.	Scottsdale
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## California

Bussey, Robert Owen,	APO San Francisco
McElroy, Susan Gayle,	Belvedere
Shaw, Naomi Ruth,	La Quinta
Koob, Joanna Elaine,	Palo Alto
Lichti, Winifred Lynn,	Paso Robles
Ford, Linda Gail,	Stockton

## Connecticut

Meteer, Robert F.,	Bridgeport
Freeman, Katherine B.,	Farmington
Rinzler, Andrew G.,	Greenwich
Bodin, John Richard	Guilford
Newton, Jeffrey W.,	Guilford
Hypes, William Loomis,	New Canaan
Wilson, John Kenneth,	New Canaan
Conant, Holly Luise,	Short Beach
Brunkhardt, Robyn W.,	So. Glastonbury
Yan, Kathleen Naomi,	Trumbull
Gosnell, Kate Andrews,	W. Simsbury
Wheeler, Clark Edwin,	Watertown
Wall, Joseph Garrett,	West Haven
Furgurson, Gilbert H.,	Westport
Green, Stephanie W.,	Wilton
Ott, Margaret Abigail,	Wilton

## Delaware

Whitley, Mark C.,	Dover
Hermann, Karl Alan,	Newark
Holman, Patricia Anne,	Seaford

Adams, Bradford Ross,	Wilmington
Barnett, Andrew Jay,	Wilmington
Harrington, Edward A.,	Wilmington
Hughes, Paul E., Jr.,	Wilmington
McCune, Kenneth Bryan,	Wilmington
Silliman, David Allen,	Wilmington

## District of Columbia

Atkinson, Anita E.
Bialek, Wendy Rae
Brown, Clinton B. P.
Burns, Jeffrey Edward
Chandler, Alicia Rose
Dalcher, Sara Hughes
Froelicher, Sandell
Keller, Marybeth
Robinson, Chandra G.
Russell, Don Allan
Winchester, Elizabeth
Young, John David

## Florida

Fitzgerald, Pamela A.,	Apalachicola
Green, Gregory Edward,	Apopka
Ehlers, John Curtis,	Boca Raton
Hersloff, Sigurd N.,	Boca Raton
Mayor, Pamela Ann,	Boca Raton
Wall, Richard Eli,	Boca Raton
Decanio, Maria-Teresa,	Boynton Beach
Ketchum, Michael Ray,	Cocoa
Stemples, Susan Noel,	Coral Gables
Dennis, Margie C.,	Ft. Lauderdale
Jessee, Nancy Sue,	Ft. Lauderdale
Page, Howard Warren,	Hialeah
Calton, Debra Lynn,	Indian Hbr. Bch.
Martin, Michele Anne,	Jacksonville
Bishop, Gene Randy,	Miami
Glaser, Patricia B.,	Miami



Greene, Nancy Ellen,  
Jacocks, H. Robert,  
Tannen, Lisa Castle,  
Hood, Kathryn Elaine,  
Gunden, Carol Elaine,  
Love, Dorothy Lucille,  
Zerilli, Martina M.,  
Shirk, John Wesley,  
Pittman, William, III,  
Wolff, Donald Frank,  
Wolff, Martha Faye,  
Black, David C.,  
Ernest, Robin Lynne,  
Brownlow, Joseph S.,  
Brownlow, Randy R.,  
Howland, Diann,  
Beidler, John Lewis,  
Kalin, Richard Dean,  
Cloen, Melissa Ann,  
Friesel, Robert Earl,  
Anderson, Jane B.,  
Taylor, Paul Worden,  
Martin, Jeffrey D.,

## Georgia

Jones, Anita G.,  
Johnson, Mary Ellen,  
Alhadeff, Solomon V.,  
Barnum, Christopher S.,  
Butler, Angela Denise,  
Haring, David M.,  
Harris, Karen Eve,  
Hill, Glynis Elaine,  
Hughes, D. Forrest,  
Langham, Marcia Gail,  
Perry, Daniel Emerson,  
Perry, Philip Carl,  
Powell, Henry Hall, Jr.,  
Rice, Susan Ann,  
Smith, Allan Edward,  
Socol, Alan T.,  
Stinson, George M.,

Miami  
Miami  
Miami  
Miami Springs  
Naples  
Naples  
Naples  
Neptune Beach  
Orlando  
Ormond Beach  
Ormond Beach  
Pampare  
Pinellas Park  
Pompano Beach  
Pompano Beach  
Sarasota  
Tallahassee  
Tallahassee  
Tampa  
Tampa  
Tequesta  
Vero Beach  
Winter Haven

Albany  
Athens  
Atlanta  
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Atlanta  
Atlanta  
Atlanta  
Atlanta  
Atlanta  
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Atlanta

Walker, Jamie Manet,  
Ward, James Kissock,  
Wood, Manton Hall,  
McNair, Mollie,  
Watkins, Nancy E.,  
McAdams, Carla Lee,  
Westervelt, Clayton T.,  
Novack, Gregory E.,  
Hertwig, Curtis J.,  
Pendleton, Phillip E.,  
Fregosi, Albert H., Jr.,  
Jarrett, John Harley,  
Duncan, Cassandra E.,

## Illinois

Holland, John E., Jr.,  
Parry, Richard Stover,  
Yockey, Heidi Stephan,  
Xagas, Jonathan Mark,

## Indiana

Walthall, Shirley Ann,  
Hiles, Clyde Robert,  
Beede, John Maxwell,  
Inglis, Carol Joye,  
Johnson, James Finch,

## Kansas

Christensen, John B.,

## Maine

Wence, Martha E.,  
Beattie, Elizabeth A.,

## Maryland

Gebicke, Paul F.,  
Fribush, Paul Joseph,  
Kreuzburg, Janice E.,  
Lantz, Angela Marie,  
Miller, Julie E.,

Atlanta  
Atlanta  
Atlanta  
Atlanta  
Calhoun  
Decatur  
Decatur  
Elberton  
Macon  
Marietta  
Norcross  
Roswell  
Savannah

Flossmoor  
Glen Ellyn  
Lagrange  
St. Charles

Dana  
Indianapolis  
Richmond  
Richmond  
Richmond

Lenexa

Orono  
Sanford

Adelphi  
Baltimore  
Baltimore  
Baltimore  
Baltimore

Muth, Donna Marie,	Baltimore
Somerville, Daniel T.,	Baltimore
Stein, Mary Regina,	Baltimore
Wailes, Theodore R.,	Baltimore
Carlson, Shawn Denise,	Beltsville
Laughlin, Susan Jean,	Beltsville
Buckley, Mark H.,	Bethesda
Burke, Dennis Conal,	Bethesda
Charney, Juliet Beth,	Bethesda
Crawford, John K.,	Bethesda
Duval, Crystal Rae,	Bethesda
Fitzgerald, Kathleen,	Bethesda
Green, Annette Zitver,	Bethesda
Green, David Adlai,	Bethesda
Hacking, Jay Roger,	Bethesda
Hahn, Robert Randall,	Bethesda
Hall, Sandra Marie,	Bethesda
Johnson, Jill Anders,	Bethesda
Lupin, Richard Scott,	Bethesda
Mullett, Pamela Ann,	Bethesda
Waggener, Janet Marie,	Bethesda
Weldon, Ray Leonard,	Capitol Hts.
Turner, David E.,	Centerville
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Davidow, Rodney D. M.,	Chevy Chase
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Mason, Kathy Jayne,	Cumberland
Roach, Terrence F.,	Cumberland
Hoffman, Michael Blue,	Ft. Meade
Weir, Andrew M.	Ft. Sumner
McNamara, Heather R.,	Gaithersburg
Blemker, Michael B.,	Germantown
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Hoisington, Elizabeth,	Kensington

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Lamiman, John Dana,	Potomac
Spencer, Sharon Lynn,	Potomac
Babb, Sally Margaret,	Rockville
Captain, Patricia Kay,	Rockville
Castoro, Susan Mary,	Rockville
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O'Neil, Timothy W.,	Rockville
Scott, Jeffrey P.,	Rockville
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Crockett, Gary L.,	Salisbury
Abbott, Susan Marie,'	Silver Spring
Baker, William David,	Silver Spring
Beede, Nancy Leach L.,	Silver Spring
Zeldin, Leslie Paul,	Silver Spring
Broadbent, Philip E.,	Takoma Park
Hands, Michael A.,	Temple Hills
Baden, Bruce Anthony,	Upper Marlboro

### Massachusetts

Hawkins, Thomas E.,	Cambridge
Schedin, Elizabeth,	E. Brookfield
Schedin, Shelley,	E. Brookfield
Loveless, Thomas L., Jr.,	Framingham
Blackmer, Cinthia Ann,	Harvard
Pickett, Ann Lindsay,	Needham
Donaldson, Marybeth,	Pittsfield
King, Joyce Dana,	So. Dartmouth
Ye, Jeanne,	Wayland

### Minnesota

Watson, Mitzi Miriam,	Davison
Ruble, James M.,	Grosse Pointe

### Mississippi

Thompson, Patricia R.,	Meridian
------------------------	----------

**Missouri**

Duffe, John Robert,	St. Louis
Elrod, Stephen Phillip,	St. Louis

**Montana**

Bulluck, David W.,	Duluth
Bulluck, John Werner,	Duluth

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Smith, Florence Sally,	Alloway
Meyer, Melissa Rose,	Berkeley Hts.
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Macklin, Robert Lee,	Camden
Glaser, Robert Lee,	Chatham
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Field, Randolph A.,	Demarest
Hillelson, Caryn B.,	Englewd. Cliffs
King, Bradley Johnson,	Glen Ridge
Oates, Kerry Michael,	Glen Ridge
Roddy, Cynthia Leigh,	Glen Ridge
Taylor, Sally Ara,	Glen Rock
Van Arkel, Nancy,	Great Meadows
MacDonald, Mark F.,	Haddonfield
Sharp, Edward M.,	Haddonfield
DiBoise, Barbara Ann,	Hightstown
Harker, Garry L.,	Hightstown
English, John Richard,	Liberty Corner
Gillespie, Evan,	Long Valley
Dietrich, Guy Allen,	Magnolia
Schommer, Kenneth B.,	Maplewood
Cleaver, Carol Ann,	Masonville
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Edmondson, Sharon A.,	Montclair
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Hart, Diane Sue,	Morris Plains
Gardner, Keith W.,	Mt. Holly
Balcar, Sherry E.,	Newfoundland
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Watters, Amy Tolson,	North Caldwell
Atkins, John Howard,	Oakland

Clawges, Kathleen,	Pemberton
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Kuser, Caryl Hardinge,	Princeton
Truitt, Mary Frances,	Princeton
Murphy, Mary Jean,	Ridgewood
Marass, Kenneth Ian,	Rumson
Kurie, Edith Joan,	Skillman
Weiss, Margot,	Skillman
Nelson, Paul W.,	Sparta
Pratt, Jeffrey C.,	Sparta
Sanderson, Chrisoph,	Wenonah
Larsen, Glenn Porter,	Westfield
Conklin, Diane P.,	Whippany
Killen, Guy Walter,	Woodbury
Thomas, Charles C.,	Woodbury
King, Michael Fox,	Woodstown

**New Mexico**

Hoge, Terry Ann,	Albuquerque
------------------	-------------

**New York**

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Ozzello, Lynn Joy,	Briarcliff
Ackerman, Bruce S.,	Brooklyn
Free, Lloyd B.,	Brooklyn
Priester, Janice D.,	Brooklyn
Gallagher, Thomas	Centereach
Swahn, Charles Robert,	Centereach
Neill, Douglas D.,	Chappaqua
Halfmann, Paul F.,	Clinton
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Goldfarb, Leda R.,	Great Neck
Silverman, Susan Z.,	Great Neck
Woerner, Todd Eliot,	Great Neck
Branch, Raymond A.,	Jamaica
Greenberg, Ellen T.,	Kerhonkson
Davenport, Diane Lee,	Kingston
Riess, Peter Ernst,	Larchmont







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Dickinson, L. Suzanne,	Charlotte	Lockhart, William F.,	Durham
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Hurley, Daniel Sean,	Charlotte	Poe, Floyd Clark,	Durham
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Stoessel, Deborah G.,	Charlotte	Tippens, James R.,	Durham
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Thompson, Susan Marie,	Charlotte	Rhees, David Jerome,	Elizabeth City
Truslow, Gail Marie,	Charlotte	Small, Frances Ward,	Elizabeth City
Vickers, Clare F.,	Charlotte	White, Paula Lynn,	Elizabeth City
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Drechsler, Paul Allen,	Cleveland	Brown, Vanessa Gail,	Eure
Hawkins, William S.,	Colfax	Dietz, Teresa G.,	Fair Bluff
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Brown, David H., III,	Greensboro	Hobbs, Richard J. M.,	Greensboro
Bruner, Karen S.,	Greensboro	Hobbs, Ruffin M.,	Greensboro
Burick, Beth Susan,	Greensboro	Hornig, Sylvia Anne,	Greensboro
Butler, David Ray,	Greensboro	Jacobs, Samuel Lewis,	Greensboro
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Cline, Norvell Kent,	Greensboro	Johnson, Toni Marie,	Greensboro
Coble, Herbert Lacy,	Greensboro	Jones, Edward Earle,	Greensboro
Compton, Thomas A.,	Greensboro	Jones, Ronald Ragan,	Greensboro
Cone, Elaine Bundy,	Greensboro	Joyce, W. Thomas,	Greensboro
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Deagon, Andrea Webb,	Greensboro	Kennedy, S. Burton, III,	Greensboro
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Defrance, Lloyd Leon,	Greensboro	Kimmel, Joseph Henley,	Greensboro
Dickerson, Michael G.,	Greensboro	Lane, Van McKibben,	Greensboro
Dillard, Edwin R.,	Greensboro	Lee, Deborah Anne,	Greensboro
Donaldson, Laura E.,	Greensboro	Linen, Mary V.,	Greensboro
Doty, Jobe P.,	Greensboro	MacDermut, Thomas S.,	Greensboro
Dowd, David Allan,	Greensboro	Maynard, Ruth A. W.,	Greensboro
Dowd, Debbie Ann,	Greensboro	Manchester, Arthur J.,	Greensboro
Drennon, William P.,	Greensboro	McBane, Bryan A.,	Greensboro
Efird, Kathryn L.,	Greensboro	McDonald, Simone D.,	Greensboro
Euforbia, Alice Huber,	Greensboro	McFadden, Martin E.,	Greensboro

McLeod, John Allen,	Greensboro	Van Deusen, Edwin R.,	Greensboro
McManus, Mark C.,	Greensboro	Webster, Joyce M.,	Greensboro
Meaney, Marianne T.,	Greensboro	Weisner, Celia I.,	Greensboro
Mikels, Woodrow R.,	Greensboro	Weiss, Jane Allison,	Greensboro
Moore, Douglas C.,	Greensboro	Whisnant, Judy Lee,	Greensboro
Nicas, Valerie Ann,	Greensboro	White, Kathryn R.,	Greensboro
Osborne, Margaret H.,	Greensboro	Whittle, David Hoyt,	Greensboro
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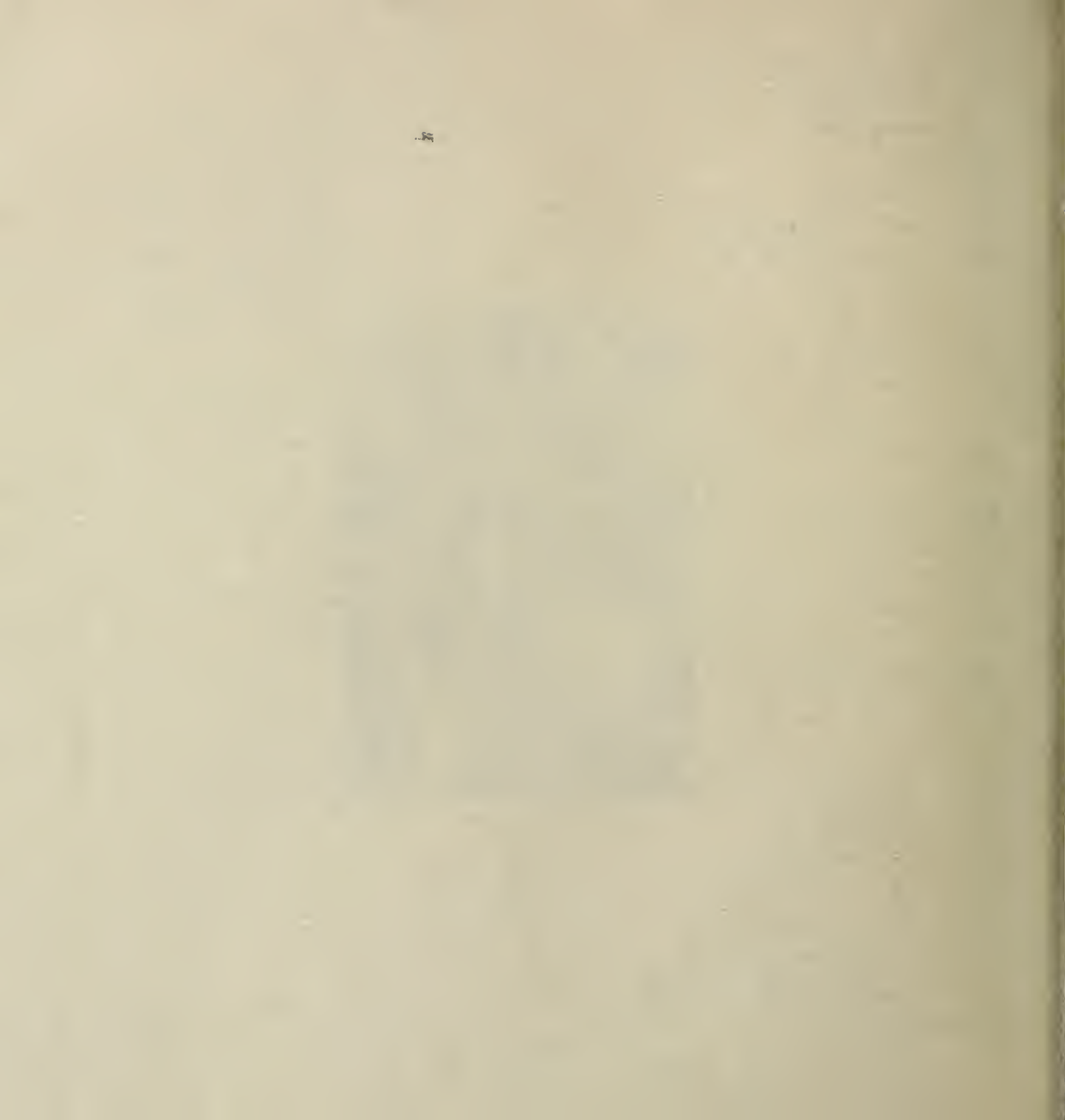






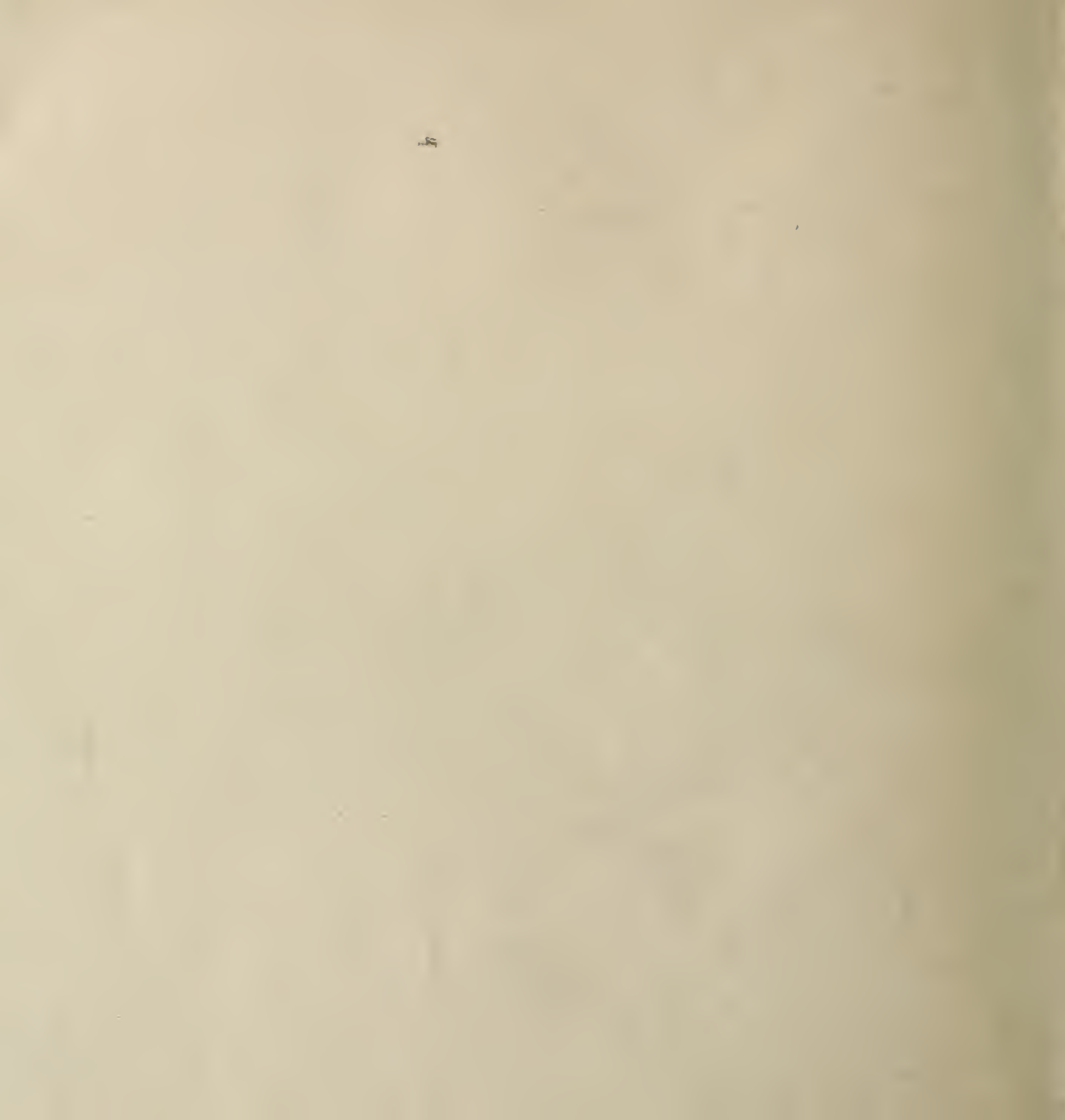
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